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ABSTRACT

This curriculum guide is designed to aid teachers and counselors in helping special education students improve some of the interpersonal skills that are important in all aspects of living, but especially on the job. The guidebook focuses on 10 interpersonal skills, one in each chapter, progressing from the simpler to the more complex: nonverbal behavior, listening, expressing ideas, expressing feelings, handling questions, conducting conversations, receiving and giving feedback, participating in groups, resolving conflicts, and being assertive. Each chapter follows this sequence: skill area, goals and objectives, sample lesson plans, an interview with a former student, discussion and exercise guide based on the interview, activities for practicing the skill, and homework for students. The guide includes introductory material explaining how to use it and 34 references. (KC)

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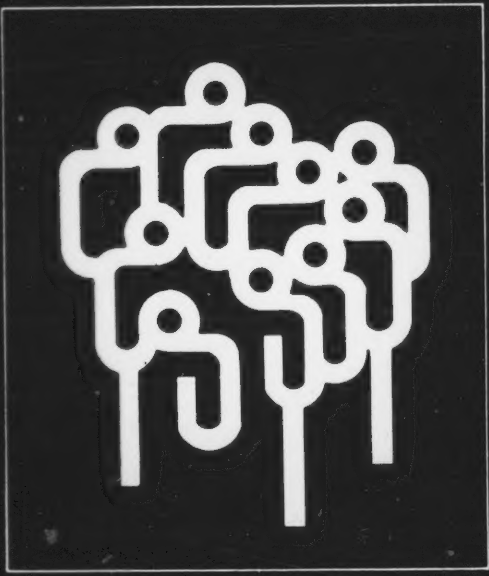

A High School Curriculum

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Career Related Interpersonal Skills for Special Education Students

A High School Curriculum

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CAREER RELATED INTERPERSONAL SKILLS FOR SPECIAL EDUCATION STUDENTS

Preface

Most special education students require special provisions for developing career-related interpersonal skills, in part because of the nature of their particular disabilities, and in part because they usually have limited opportunities to acquire those skills through after-school and summer jobs, clubs, "Y" activities, and other channels. It was with this awareness, and recognition of the critical importance of interpersonal skills toward success in the world of work, that in the mid-1970's the CUNY Center for Advanced Study in Education (CASE) began research and development work within a special education framework to enhance career development in general and interpersonal skills in particular. We began with projects that placed graduate students of counseling as interns in high schools, where they learned to work with special students in their classrooms. Other projects over the years have sought to influence the school environment as a whole through workshops, conferences, and field-based seminars for school personnel, all directed toward enhancing the ultimate employability of their students.

From these projects, all supported by state and federal grants, came the idea for a curriculum on interpersonal skills. Over a period of several years, grants from the Office of Occupational and Continuing Education of the New York State Department of Education, and the active participation of the New York City Board of Education, made possible the preparation of a working draft of this present curriculum guide, and its tryout in several New York City high schools. This field testing resulted in major revisions, particularly expansion of the lesson plans and suggested activities. Following that step, with the support of grants from the Office of Special Education and Rehabilitative Services of the U.S. Department of Education, CASE staff conducted training sessions for special educators in high schools in the use of the guide. Over one hundred teachers, career educators, and counselors have now used these materials and given helpful feedback that led to additional revisions.

We are grateful to all those people who provided so much invaluable support of various kinds, and we express a special thank-you to the ten former students of special education who permitted us to interview them and tell their success. Those stories are presented as they were told; only names have been changed.

Within CASE, the major contributors to this publication have been: Maureen Lynch, who wrote most of the textual material; Mildred K. Lee, who prepared the lesson plans and suggested activities; Leo Goldman, who served as general editor; David Katz, who participated in planning the document and, with Mildred K. Lee, conducted field training of career educators and others in the use of the guide, from which they suggested additional revisions; Melanie Bentley and Eileen Connelly, who patiently prepared revision after revision on the word processor; and Bert Flugman, Director of CASE, who not only provided the administrative support for all the projects but also played an active role in the planning, development, and application of this guide.

We now extend this material to all those who work with youth who need this kind of additional preparation for their optimal functioning in work. We especially welcome reactions and suggestions from those who use the guide.

HOW TO USE THIS CURRICULUM GUIDEBOOK

This guidebook is addressed to special education teachers, counselors, career educators, and others who work with special education students in the high schools. The book is a resource that educators can use to help special education students improve some of the interpersonal skills that are important in all aspects of living, but especially on the job. Our goal, then, is ultimately to increase the employability of special students--their effectiveness in getting a job and keeping it.

Work-related interpersonal skills, we believe, are vitally important to all students--special education or not--because studies have demonstrated repeatedly that more people lose their jobs (in a normal labor market, not a period of recession) because of personality factors and the way they relate to people than because of inadequate performance of the work itself. These work-related skills are even more important for many special education students, as you no doubt know from experience with some of your own students who have talked or acted themselves out of opportunities because of inadequacies in communication and other interpersonal skills.

This workbook focuses on 10 interpersonal skills, one in each chapter, progressing from the simpler to the more complex: Nonverbal Behavior, Listening, Expressing Ideas, Expressing Feelings, Handling Questions, Conducting Conversations, Receiving and Giving Feedback, Participating in Groups, Resolving Conflicts, and Being Assertive. In each chapter, we follow this sequence:

A. **The Skill Area:** This section explains why the skill is important, what it consists of, and what students need to learn about it. This should provide you with at least the minimum information you'll need about the skill area.

B. **Goals and Objectives and Lesson Plans:** Each chapter begins with the listing of relevant goals and behavioral objectives. Sample lesson plans are presented for the first behavioral objective and for one other in the chapter, selected at random; the attainment of the remaining behavioral objectives for each chapter is illustrated by suggested activities.

Sample lesson plans and suggested activities are very detailed and, in fact, may appear to be "overplanned." The basic purpose is to give you ample opportunities to choose those activities which best fit the personality and skill level of your group. Activities are included, therefore, to cover a wide range of student ability. You may want to adapt, modify, revise, or change these activities to make them simpler, or more sophisticated, in order to "stretch" pupils to the limit (and beyond) of their capacities. It is hoped that the illustrations given will remind you of others, so that the guide helps you escalate and spin off other activities that become a challenge to your best creative efforts and those of your pupils.

C. **An Interview with a Former Student.** These are success stories. Each of the ten former special education students whom we interviewed for this book is now working or in college; that fact alone qualifies each of them as a success story. We hope they will stimulate your students and teach them some things about getting and holding a job, or getting into and succeeding in college. You may want to run off copies so each of your students can have one; then either read it in class (silently or out loud) or have your students follow it as you read it. Then you would select from the Discussion Questions (described in the next section) those which you believe would be most suitable for your group.

A special note: The interviews themselves do not necessarily deal closely or specifically with the skill area covered by the chapters in which they appear. You should therefore feel free to use these "success stories" and their accompanying discussion guides in any sequence you feel suits your class best. However, you will find that the "Practicing the Skill" activity included with each interview does focus on the skill of that chapter at the same time that it focuses on one or more of the themes included in the interview.

D. **Discussion and Exercise Guide Based on the Interview.** There are four parts to this section:

1) Discussion Questions. We suggest discussion questions that focus on career development themes. Questions are keyed to the individual paragraphs of the interview.

2) Some Work Words. There follows a list of vocabulary words of a career/vocational nature, found in the interview write-up, that students

may need to learn.

3) Practicing the Skill. Using one or more career concepts from the particular interview, we now return to the skill area of the chapter and suggest class activity to practice that skill area as it interacts with that career concept.

4) After Class. This is homework for your students, again drawing from both the skill area and the interview, that should help the students gain some additional experience and understanding about the world of work.

Here again you will need to adapt for your particular group of students as to the details of the assignment.

USING THE GUIDE: WHEN, WHERE, AND HOW

This guidebook may be used in different ways--in a career education course, in a series of sessions on career education that is given to intact classes on a weekly or other basis, or infused directly into the curriculum. By infusing the materials, the teacher incorporates the material in the guide into specific subject areas, e.g., language arts, social studies, science, mathematics, art, and so on. This process is inherent in the lesson plans and suggested activities such as related homework assignments, oral and written application, daily logs, drawing, dictionary work, references to historical facts and current events.

Another option of implementing the material is to set aside regular and ongoing time for meetings as part of each lesson or conducting a full-period, once-a-week "Circle Session." We have tried to organize the materials in such a way that the educator using them will be able to select the chapters and the specific lessons that fit the particular setting.

The educator will need to decide on the time needed for specific lessons. In some instances a lesson may fit into a class period; in other instances a single activity within a lesson might require an entire period or even more than one period.

The selection of topics and activities and the time allocations will of necessity depend on the type of students, their level of comprehension, their experience, and their degree of handicap. It is expected that the book will be used with students who are emotionally handicapped, neurologically impaired, learning disabled, or physically handicapped. The special educator is in the best position to judge which materials will be most useful and in what ways they can best be used.

One generalization, however, is that a relatively informal atmosphere prevail when this material is used. There should be, for example, an informal physical arrangement (sitting in a circle, most typically), and active participation by students in role playing, telling about their experiences, and reacting to other students' statements and actions. You may also add to the interest value and meaningfulness of these lessons by bringing in guest speakers (perhaps some who are former special education students), arranging visits to places of employment, etc.

Finally, as special educators know well, specific objectives must be established for each student. It follows that evaluation must also be individualized. A level of skill that might be "satisfactory" or "excellent" for one student might be either too much or too little to expect of another student. The amount of improvement in a skill area that would be regarded as very good for one student might be too little for another. In each of the chapters we have listed general goals and more specific objectives as outcomes to be sought, but these cannot be applied equally to all students. Instead, they are general guidelines; the educator must ultimately be the judge as to the targeted outcomes for the class as a whole and for each individual student.

Now, we offer a variety of suggestions for using this guidebook. Some may be old hat to you; some, we hope, will be new. Essentially what we advocate is active, experience-based learning for the students. What this means in practice is spelled out in the following pages.

Active Student Involvement

Each chapter has been developed to engage the student's active involvement from beginning to end. After you give a very brief introduction to the topic, students are asked through the various lesson plans to recall and role play experiences in their own lives, or to role play situations you present to them. The diversity of situations in each chapter should provide something for almost everybody, but you may find it useful to add your own role-plays, "homework" exercises, and other activities that are calculated to engage the interest and involvement of each particular group of students. Our field testing of some of this material indicates that role-playing is in itself a difficult task for some students to grasp and master. Demonstrations by you and by members of the class will help. Also there needs to be a follow-up of each role-play and demonstration, to evaluate and learn from the experience.

The most important point is that students are encouraged and stimulated to be active learners. This is not a lecture course, although both the guidebook itself and the teacher do offer explanations when needed. However, the students themselves have a wealth of content to offer from their life experience and to that extent are active participants, and even in some ways contributing teachers and resource people.

Use A-V Aids

In the field testing, some of the best teachers brought to each class session various kinds of audio-visual aids that helped capture student attention and helped make the content more vivid. Some prepared simple posters using photographs from magazines. Others brought in phonograph records of music that stimulated expressions of feelings or thoughts. Audio-visual aids and equipment can be an important facilitating tool for the type of skill development we are proposing in this guidebook. (See page on "Using Audio Visual Materials" at the end of this section.)

Practice, Practice, Practice

There is the story of the youngster going to his first violin lesson and not knowing the way from the subway station to Carnegie Hall, where his teacher had a studio. Seeing an adult carrying a violin, the youngster went over and asked "Can you tell me how to get to Carnegie Hall?" to which the answer was "Practice, my boy, practice."

That is a major commitment of this book. Knowledge is important, and understanding is valuable, but neither will produce skill without practice. Whether the skill is playing the violin, typing, or being assertive, practice is essential.

Therefore, we urge users of this workbook to provide as much practice as possible for all students in the group. Often this can be done effectively for even a large group by breaking up into pairs to practice a specified skill activity. Sometimes it is helpful to vary the format by breaking up into pairs to practice a specified skill activity. Sometimes it is helpful to vary the format by breaking into trios, where the third person serves as an observer who gives the actors immediate feedback and who may also report to the total group specific things that were observed or interpreted.

One very useful model, drawn from micro-teaching and micro-counseling, is this sequence: First you set up a situation in which a specific small skill is called for; next have each person role play or demonstrate doing a specified activity, then give immediate feedback as to what the person was observed to do, offer suggestions for improvement, and finally give the person an opportunity to try it again. For this model, closed-circuit television is a helpful tool; it permits the person and the "feedbacker" to review the scene together and point to specific actions that need improvement or that can be reinforced as effective ones. Of course, you can still use this approach even if you don't have access to audio-video equipment.

Maintain a Good Pace

How much of the material in each chapter should you try to include? We probably can do no more than offer the general suggestion: Keep things moving at a good clip in order to sustain interest, but don't try to cover any more than can truly be absorbed and practiced. If you can spare only a limited amount of time for a chapter, it would be preferable to cover only a portion of the chapter's contents in depth rather than to race through the entire chapter merely to cover it all. Continual evaluation will help you judge whether the pace is right for the group.

From Home and School to Work

A major goal of this book is to help disabled students be as well prepared as possible to enter and be effective in the world of work. Since many students have had little or no work experience, the situations presented here build on the kinds of experiences they have had--first at home, in school, and with friends--and then lead into work settings.

If the particular group you are working with happens to have had more work experience or if some of them are now working, by all means spend more time on job-related activities and skills. That, after all, is the goal that is the greatest concern to the students and their families.

Various Disabilities

We have tried to make this book meaningful and useful for people with different types of disability. In fact, the focus is on skills rather than disabilities. However, the very rationale for the book is that there are special needs that people with disabilities have in addition to all the usual needs shared with everybody else. You, as the experienced educator, can best decide which goals, objectives, and activities are most suitable for your students. And you are in the best position to modify and adapt these materials for optimal comprehension and learning by your group.

Knowledge-Skills-Feelings

Finally, the emphasis of this guidebook is on skills rather than knowledge or feelings. This is not to deny the importance of these other areas of development. Rather, it is to express the belief that skill is, in effect, the "bottom line." What matters is that the students listen better, express their ideas and feelings more adequately, resolve conflicts more effectively, etc. Knowledge certainly feeds into this, and feelings are involved. Therefore, a knowledge base is needed and the related feelings recognized, acknowledged and discussed to some extent. But it will serve the students well if teachers, counselors, and others who may use this material will keep their eyes fixed on the target at all times: Develop the skills.

Lastly, we are offering three sections that discuss techniques essential to using this workbook. They cover circle sessions, role plays, and audio visual aids.

CIRCLE SESSIONS

If you ever sat behind a row of heads in an auditorium or a concert hall, you know that participation and group interaction among the members of the audience are often non-existent. Since the factors of group interaction and participation are rarely crucial to the effectiveness of an artist's or a lecturer's presentation, formal seating in row after row is appropriate.

When, however, you and other school personnel want to foster opportunities for pupils to become more self-confident, understand the dynamics of human relationships, and take responsibility for personal effectiveness, the circle session is recommended. As a classroom format, for example, circle seating permits you and your pupils to face one another, make eye contact, and react to nonverbal cues found in gestures and facial expressions in addition to the content of discussions.

The curriculum of this guidebook, with its focus on career-related interpersonal skills, is especially suited to the circle session. Goals of improved verbal communication, emotional and social development, and interpersonal relations are developed simultaneously with those related to increased information about careers. Converts to the circle session format attest to its usefulness in encouraging spontaneous individual expression, appreciation of self, and understanding of others.

As the group leader of the circle you are expected to set a tone of acceptance by presenting a positive role model for sharing which does not condone coercion or confrontation. For example, you can set a good example when a new activity is introduced by starting first, thus demonstrating that you and your pupils are beginning a different way of relating. At the outset, in addition to the rules about forming a circle, you may want to put forth some simple rules, which are clearly stated and firmly administered by you, designed to engender mutual respect and build trust. Examples of such rules are: "Only one person speaks at a time." "Everybody has an equal right to be heard; no put down statements are allowed." "Look at others when you talk to them." "Say I when talking about yourself, say you or the person's name when talking to someone else." Also, try to have the group stay with suggested topics.

Other aspects of the circle session philosophy, which underscore the differences in the curriculum, relate to thoughtful silence, nonverbal cues indicating interest, and statements such as "I'm thinking about this," or "I need more information before making up my mind" as legitimate forms of classroom participation. Unlike the regular subject matter curriculum where 2+2 = 4, the varied and multiple responses are possible, welcome, and equally valid.

ROLE PLAYING

Role playing is very helpful in teaching job-related interpersonal skills. However, it's important to realize that many students need to be taught how to role play before the lesson can be taught using role playing. First let's make sure we're talking about the same thing when we say role playing. Role playing is the dramatization of a situation in which the participants act out parts that give them a chance either to discover their present tendencies or to practice new behaviors. The participants improvise, making up their words and developing the situations as they go along. While field testing this workbook we spent a great deal of time trying different approaches, and thinking about how to teach teenagers to role play. Here are some things we learned.

First of all it's important to realize that many of us, students and teachers alike, may at the outset be uncomfortable with role playing. There's an unpredictability, a spontaneity involved that sometimes differs significantly from the more structured approach of many classrooms.

The two basic approaches can best be described as outside-in and inside-out. You may decide to use portions from both approaches to teach your students how to role play.

The outside-in approach to teaching role playing is essentially a shaping process. The steps you'd take your students through are:

1. Student reads a teacher prepared dialogue with teacher.
2. Student reads an incomplete dialogue with another student. For the ending the students make up their own lines.
3. Student makes up own dialogue and then reads it, making up the ending spontaneously during the role playing.
4. Student role plays with a partner (with no group watching) and audio tapes. Listens to tape.
5. Student role plays in front of class.

The other approach that we call inside-out places more of an emphasis on developing the spontaneity necessary to role play. The steps are:

1. Set up group rules and guidelines, all the while developing the tone of the group.
2. Use games and focused discussions as a way of developing group interactions and giving the group a chance to apply the guidelines and rules it developed.
3. Use creative dramatic games that involve spontaneously communicating nonverbally. By acting out a situation like choosing a pair of shoes or waiting for the bus, the students will be called on to begin thinking creatively with an eye toward making their intentions clear.
4. Add words to the above exercises so that students are using both words and movements to role play everyday situations.
5. Move into role plays that involve situations of concern to the students so they can begin to learn about their present behavior or try out new ways of behaving.

In deciding which approach you're going to use with your students you'll need to look at them--what problems are they having with role playing, what are their strengths, what are difficult areas for them. If there are difficulties with the lesson ask yourself what the issue was. For instance, a problem with students in the "audience" who lose interest and begin to look for diversions can be handled by giving out forms to evaluate the actors. Everyone loves being a critic. Or a classroom of apprehensive actors can be handled by having them perform in front of a tape machine instead of a group of peers. In doing this you may come up with an approach for teaching role playing that is different from either of the ones presented here.

USING AUDIO-VISUAL MATERIALS

Audio-visual aids are ideal tools for teaching job-related interpersonal skills to your students. Even reluctant students become interested when given the chance to listen to or view themselves. Since your students will be working on becoming aware of current behaviors and beginning to develop new behaviors, actually being able to see (or hear) themselves will be very helpful.

There are some basic guidelines to keep in mind when using a tape recorder or video equipment. First there's the equipment itself. You should have the opportunity to use the equipment ahead of time so you're familiar with how to operate it. If your lesson (or class size) is such that everyone won't have a chance to be recorded, tell your students that. Let them know that the remaining students will get a chance the following day. Students who are not being taped can eventually learn technician roles. The best way to get started is to begin with modest productions until you get the hang of the equipment. If you can arrange to have another teacher on hand who knows how to use the equipment, you may want to do that the first time. A small technical point is that when videotaping, clear sound is more important than a sharp picture to make the lesson work. So make sure this part of the equipment is functioning.

When you plan your lesson, make a point to keep the situation to be taped short. This will enable your students to focus on the behavior you're concerned about. Secondly, you'll want to give them a chance to look at or listen to the whole tape to satisfy their curiosity. And then go back and cover small sections, asking your students to pay particular attention to specific aspects that you have discussion questions about.

QUESTIONS AND ANSWERS FROM THE FIELD

For the past several years, draft versions of the guidebook have been used by special education teachers, counselors, career educators, and others who work with special education students in the high schools. Based on this field-testing process, changes, modifications, and additions have been made and are reflected in this current version. In addition, questions were raised which, we believe, are central to the most effective use of this curriculum. We are, therefore, devoting this section to answers related to questions raised by field-based practitioners. We hope that the answers will provide valuable pointers to new and to experienced personnel who will begin to use this guidebook.

Question 1: After I looked at the Table of Contents and scanned the section titled "How to Use This Curriculum Guidebook," I asked myself - What's the best way to begin to use the guidebook with students?

Answer: The best advice we can give is that you read thoroughly the "How to Use This Curriculum Guidebook" section for the purpose of finding ideas which respond to your question. Next, you should read each of the ten chapters in order to get a gestalt concerning the extent and nature of the material covered as well as the relationship of one chapter to another.

Teachers, who are using the guidebook regularly in their classrooms, gave us different responses about the next step. Some started with Chapter 1: Non-verbal Behavior and used all of the material with their classes before moving on to Chapter 2; completed Chapter 2, then moved to Chapter 3, and so on without omitting any parts of the sample lesson plans, suggested activities, or "success stories." Others indicated that they used selected materials from the sample lesson plans, suggested activities, and interviews as they presented them, chapter-by-chapter, to their classes. Remember that you're the expert--teacher or counselor--and the best judge of the academic level, emotional maturity, and physical ability of your pupils. You are thus best able to judge how long an activity should be conducted (longer because of active pupil interest and participation; shorter because students seem "out of steam") and whether an activity should be modified or adapted to fit your students' needs more effectively.

Question 2: Do I have to start with Chapter 1 and then continue in the exact sequence as presented in the guidebook until Chapter 10?

Answer: The sequence of the guidebook emphasizes social learning principles which reinforce functional relationships between behavior and environment. We believe that the careful application of the basic principles underlying the lesson plans, activities, and success stories may influence the career development and the social learnings of special education pupils. Thus, the sequence of the guidebook is designed to help teachers, counselors, and others in special education programs direct career education procedures for maximum student growth in interpersonal skills. Ideally, then, we recommend that users of the curriculum guidebook embrace the underlying rationale and follow the sequence as presented chapter-by-chapter.

Feedback from the field validates the sequential approach in most cases. A small group of guidebook users, however, described how they "pick and choose" depending upon where their students are developmentally and experientially, and how comfortable they as teachers and counselors are with particular topics. An example of such non-sequential use starts with Chapter 1: Non-verbal Behavior in order to spark group interaction and then follows with related chapters, e.g. Chapter 2: Expressing Ideas; Chapter 6: Conversations.

It is recommended that the guidebook sequence be followed unless there are special considerations based on the educator's or the students' feelings.

Question 3: When I began using the guidebook with my students I could have used some feedback about my presentations. What suggestions do you have?

Answer: This is a common need among even experienced teachers and counselors. Some of the best recommendations we've heard described co-learning situations with a "buddy" who is also using the guidebook, co-leading with a guidance counselor, and working closely with a career education specialist and/or guidance supervisor. In turn, you may be called upon to give feedback to your "buddy" or co-leader.

Obtaining feedback from and giving feedback to peers are excellent ways to prepare to present this topic to students.

Question 4: Some of the activities about feelings in Chapter 1: Non-verbal Behavior seemed threatening to students when I presented them. What can I do to reduce anxiety levels when feelings are discussed?

Answer: Most of the feedback we got indicated that Chapter 1 was an excellent "icebreaker" and starter of group interaction. Whenever teachers and counselors anticipated or detected students' feelings of anxiety or threat, they eliminated or terminated the activity and went on to an exercise with which the group seemed more comfortable.

Some teachers and counselors, who sensed feelings of discomfort from students, were candid enough to suggest that they themselves were not comfortable with feeling-level exercises. Remember that the group leader always has the option of selectivity whenever an activity doesn't "fit" the group or the leader. The guidebook has a plethora of material from which to choose activities meeting the comfort level and emotional needs of both leader and group.

Question 5: My experience shows that a large number of students can't role play. How can I help students to be better with role-playing techniques?

Answer: Because role playing is so important in teaching students job-related interpersonal skills, your question is crucial. The guidebook's first section "How to Use This Curriculum Guidebook" devotes several pages (pp. 9-11) to ways students can become more effective role players using one of two basic approaches--outside-in and inside-out. Both approaches set forth steps which can be used in total or in part to teach your students how to role play.

Raths, Harmin, and Simon in *Values and Teaching* recommend that group leaders start by using role-playing situations with a lot of structure and the most secure and out-going students. Role playing job interviews are often useful as "firsts." As the group becomes more accustomed to this technique and seems more comfortable with its use, the authors suggest less structure and the inclusion of less out-spoken students.

They admonish group leaders to cut role-playing situations before these dramatic improvisations become boring or begin to drag. One way to liven up role plays in progress is to permit the group to add characters as they see the need, thus giving the "actors" more control of the scene. Reversing the roles in the middle of the role-playing situation gives an added dimension to this technique, which often results in insights about the feeling of others.

Keep in mind that individuals, students, and teachers vary in their ability to be comfortable and spontaneous in role-playing situations.

If the teacher, counselor, or career education specialist is inhibited in role-playing situations, contacts with a peer "buddy," guidance counselor, guidance supervisor, or personal growth group are recommended in order to become more able in handling the unpredictability of this essential intervention strategy.

Question 6: In my function as a teacher trainer, I've run across teachers with all kinds of group skills. How can I enhance the group leadership skills of any person using this guidebook?

Answer: With your knowledge of human development and behavioral dynamics, you are certainly aware of individual differences among teachers, as well as students. Because teachers have different backgrounds, knowledge, and experience, they bring varying values, attitudes, and abilities to the curriculum represented by the guidebook.

Certainly, every person can be helped to grow with regard to affective aspects of learning. Teachers for whom you demonstrate lessons and activities from the guidebook, in addition to those with whom you co-lead classroom presentations, can become more effective as beneficiaries of your feedback. There are some teachers, and counselors, too, who are more effective with cognitive approaches in the classroom. It would help them to realize that they can be good teachers and presenters of those activities in the curriculum guidebook which are informational, structured, and organized to fit their need to be in control.

A truly poor group leader might need courses in group dynamics or readings in group work philosophy. After all steps have been taken, however, it may be found that some teachers and counselors are not attitudinally attuned to a curriculum which requires openness and self-sharing, and, therefore should be given the option to pursue a more traditional approach to career education.

Question 7: The guidebook mentions that activities should be modified, adapted, and changed to make them more appropriate to the class. Can you give me some help with ways to make such alterations?

Answer: The content of the guidebook covers a wide range of material which is suitable for varying levels of academic, emotional, and physical development and maturity of special education high-school students. In order to tailor-make activities to fit the needs of your students, modification, adaptations, and changes of the sample lesson plans and suggested activities may be necessary to make them simpler in terms of vocabulary, reading and writing demands, and attention span requirements; to make them more sophisticated and challenging in these same areas.

A major part of the modification, adaptation, and change process depends on the teacher's artistry by finding and providing an adequate and appropriate relationship between what is to be learned, the way it is to be learned, and the stage the student is in. J. Mc V. Hunt, the psychologist, calls this "the problem of the match," noting that this requires a high degree of individualization.

Reviews of learning theory in general, and of learning theory, specifically related to the special education population involved--emotionally handicapped, brain injured, e.g.,--are recommended for teachers engaged in modifying, adapting, or changing activities to meet student needs more effectively. As Piaget stated, learning is an ongoing and continuous process by which the learner assimilates the external facts of experience and integrates them into her/his internal mental framework.

In order to demonstrate the process of modifying, adapting, and changing an activity, within the context of learning theory, an actual activity from the guidebook has been chosen. The activity chosen appears on pp. 193-195 of Chapter 10: Acting Assertively (Behavioral Objective #1: Sample Lesson Plan).

Let us assume that the teacher reads the lesson plan, decides that it is inappropriate in its entirety for presentation to her/his class based on the students' academic level, emotional stability, and physical ability. Keep in mind that the teacher should be the expert determiner of the needs and skills levels of her/his class based on past experience, which have included efforts to "stretch" the achievement of each student.

If the teacher feels that the activity does not "fit" her/his students either because it is too difficult or too easy, modification, change, and/or adaptation are required. Learning cannot be forced--students cannot learn what they are not yet capable of learning; on the other hand, students will become restless and bored if the material is too familiar or the learning skills too easy.

The sample lesson plan on pp. 193 can be modified to meet the needs of students with limited vocabularies and/or short attention spans as follows:

Motivation: Duplicate and distribute the form below titled "Assertive Inventory." After a specified time for pupils to fill in responses, ask them to self-rate by giving 0 points for Yes, 1 point for No.

ASSERTIVE INVENTORY

Place a check in the column that best describes your usual response to the statement given. Only one check is to be made for each statement.

		Usually YES	Usually NO
1.	I want to say things but I don't.		
2.	I don't like to take things back to the store.		
3.	I get talked into things I don't want to do.		
4.	It's hard for me to ask friends for help.		
5.	I spend a lot of time avoiding conflicts.		

Development:

Set up a brief role play on item "I don't like to take things back to the store." Ask volunteers to make "I" statements.

The exercise as presented recognizes the characteristic distractibility of students with learning disabilities, e.g., brain injury. Other recommendations for improving the learning environment, in addition to modifying the curriculum, relate to the physical environment (elimination of extraneous sights and sounds, spacious room; sparse decoration). Special education teachers are advised to review the work of Alfred A. Strauss for further techniques to enhance learning among brain-injured and behavior-disordered students. Similar research and study about students with visual perception, speech motor, neuro-physiological, linguistic, and other forms of learning disabilities are recommended to teachers who determine that activities need modification and adaptation to meet student needs.

The sample lesson plan on pp. 193 ff. can be "upgraded" to challenge the academic limits of a brighter group as follows:

0	7	14
possibly passive/ submissive	possibly assertive	possibly aggressive
Wimpy Willie/ Wilhelmina	Reasonable Regina/ Reginald	Attila/Adele the Hun

1. Request participants to self-rate on the above continuum scale.
2. Distribute Assertiveness Inventory from p. 194, questions 1-14. Ask participants to fill out the Inventory on an individual basis.
3. Request participants to self-score, giving 0 for "yes" answers, 1 for "no."
4. Have participants check score from Assertiveness Inventory with self-perception rating on Scale from step 1.
5. Process by asking for a show of hands to questions such as:
    a. How many have substantial agreement between self-perception rating and Inventory score (no more than one point on either side of self-perception)?
    b. How many have substantial disagreement?

6. Continue processing with questions such as: (Call for volunteers.)
   a. Using "I" statements, what may account for agreement or disagreement?
   b. Can you make a lifestyle statement about your usual behavior (passive/submissive, assertive, aggressive)?
   c. Does your usual behavior give you positive feelings? How?
   d. If you do not have positive feelings, what would you like to change?

7. Ask participants to form pairs to discuss incidents about themselves which fit any of the 14 statements listed in the Inventory. Dyads are to describe what they did that caused them to give themselves the ratings they did: where did the situation occur (home, work, elsewhere)? What word applies to your behavior and why? How did you feel about your behavior in each situation? How did others respond to your behavior? Is your behavior different in different environments? If so, why? Using the specific situation from the Inventory, would you like to behave in a different way and why?

8. After a specified time, ask for dyads to share with the large group using "I learned..." and "I relearned..." statements.

9. Relate the 3 kinds of behavior to job satisfaction, relationships with co-workers, and relationships with supervisors. Elicit responses and then summarize.

10. Make classroom applications in the form of dictionary use, log entries, reading about an assertive person who is admired, resolving conflicts in interpersonal relationships, and so on.

11. Motivation for this activity can take the form of role playing. A familiar chore should be used, e.g., taking a gift back to the department store without a sales slip. The leader demonstrates Wimpy, Hun, and Reasonable approaches with a volunteer acting as sales clerk. The sales clerk should be programmed to say, "It's store policy. There is no exchange or refund without a sales slip." Process after the role play.

In each of the sample lesson plans modified, consideration was given to how students learn, the best way for them to learn, and what it is that they are learning because learning is content-specific. By modifying activities to meet the academic, maturity, and physical levels of students, teachers will help students to understand what is learned, and apply it in new situations.

Question 8: How does the material in the curriculum guidebook relate to the eight career elements?

Answer: The writers of this curriculum guidebook were cognizant of the most common conceptual framework for career education, which is structured around eight elements (central components) tied to eight corresponding outcomes. This model, originally delineated at the Center for Vocational and Technical Education of the Ohio State University and financially supported by the United States Office of Education, is widely used and accepted as a functional definition of career education, thus, becoming close to a national model for career education.

The eight elements and their outcomes are:

Elements	Outcomes
Self-Awareness	Self-Identity
Educational Awareness	Educational Identity
Career Awareness	Career Identity
Economic Awareness	Economic Understanding
Decision Making	Career Decisions
Beginning Competency	Employment Skills
Employability Skills	Career Placement
Attitudes and Appreciations	Self-Social Fulfillment

Throughout the curriculum guidebook, elements and outcomes have been translated into concrete objectives through the development of themes and specific goals which are reflected in "lesson plan aims."

If the curriculum guidebook is used as an integral part of the subject matter curriculum, it will be found consistent with the overall educational goal and outcome of schooling--providing attitudes and skills for a smooth transition to the world of work.

Question 9: As a group leader of the activities in this guidebook, how is my role different from my usual teacher function?

Answer: The curriculum guidebook section titled "How to Use This Curriculum Guidebook" touches on the behavior of the group leader of the Circle Sessions as an accepting, "positive role model for sharing which does not condone coercion or confrontation." (p.9) Re-reading this section of the guidebook with differences between the roles of teacher and of group leader in mind should be helpful.

Perhaps the major difference between "teacher" and "group leader" behaviors has to do with the difference between "subject matter curriculum responses" which are based on fact and "career education curriculum responses" which are based on values and feelings. When the teacher models "group leader" behavior, students are encouraged to talk about their values, beliefs, and aspirations in a classroom atmosphere of openness, honesty, acceptance, and respect. The teacher, as group leader, sets the tone by modeling good listening skills, "going first' in an activity, encouraging students to make "I" statements, and permitting students who do not want to share to say, "I pass." As a good group leader, the teacher helps students understand that, in the career education curriculum, varied and multiple responses are possible and welcome, unlike the mathematics curriculum where there is one "right" answer.

Values-clarification formulations by Louis Raths, who in turn built upon the thinking of John Dewey, are concerned with the process of valuing. This process, when applied to the career education curriculum in this guidebook, should assist special education high school students make more informed career choices consistent with their interests, abilities, and values.

Question 10: The guidebook mentions that videotape equipment can be used with the curriculum. Can you give me additional information about the use of equipment with this program?

Answer: Page 12 of the guidebook discusses the use of all types of audio-visual materials as excellent devices for teaching job-related interpersonal skills to your students.

During the past two decades, the potential of television as an effective training tool has been recognized and implemented in the Navy, and in other military and civilian training systems. As a result of continuing and growing use of videotape equipment, a body of research has developed which affirms the efficacy of visual recording and instant replay as powerful adjuncts to the learning-teaching process.

Career education specialists who use the guidebook along with videotape equipment give favorable and enthusiastic reports to us about the additional motivation to change behavior their students express after viewing themselves on television.

Feedback from guidebook users in the field called attention to specific activities and chapters in the guidebook which seem "made for television." These activities and chapters include:

1. Chapter 1: Nonverbal Behavior
2. Chapter 8: Participating in Groups
3. Chapter 10: Acting Assertively
4. P. 124, Suggested Activity 2
5. Role playing Job Interviews

One of the teachers who is "sold" on the value of audio-visual materials told us how she began to use videotape equipment on a regular basis following a "breakthrough" with a recalcitrant student who used negative nonverbal behavior and self-deprecatory statements with no recognition of their existence. Even when the teacher and his peers gave him feedback about his negativism, he continued to deny. He would say, for example, "I didn't say that," or "I didn't slouch in my chair when I role played an interview trying to get a job." or "I didn't grunt I said yes." The day following, when the teacher was at the end of all her strategies, she decided to repeat the following day's lesson on job interviews with the same role players, but this time using videotape equipment. Instead of denials, the recalcitrant student who saw himself on instant replay said, "Who's that jerk? Is that me all slumped down in the chair?" and "I don't sound like me. . . why did I say that dopey stuff."

Other teachers and counselors were convinced that audiotaping or videotaping for "Acting Assertively" helped students realize that the right words can be destroyed by the wrong tone of voice or a curl of the lip.

Based on the literature, the research, and the feedback we have gotten from the field, we recommend greater and more extensive use of audio-visual equipment with this interpersonal skills development curriculum for special education high school students.

CHAPTER 1: NONVERBAL BEHAVIOR

The Skill Area

One of the easiest ways to teach job-related interpersonal skills is to start with nonverbal skills. It's a fun area, one in which your students will probably catch you giving unintended nonverbal messages just as often as you'll catch them. And, unlike the other skills in this book that will require some real effort on your students' part, this skill is one that offers more room for an easy-going discussion of experiences.

Yet it's also an important skill area that shouldn't be ignored. A prime example of why we think it's important is a situation with which you're probably quite familiar. A neighborhood employer has agreed to interview one of your students. You've been working with your student for two years on what you've called job-readiness skills. And you have a verbal commitment from the employer that your student will get the first shot. Thinking about the job, you feel certain the student can handle it. So you're really quite pleased with yourself as you send the youngster off for the interview.

You're not quite as pleased that afternoon when the employer calls and says there is no way that student will ever work for her. In trying to find out why she seems so set against your student, the employer seems vague but keeps repeating something about attitude. Your student doesn't remember anything specific. From his point of view it was a strange new place with a lot of cold people. He really wanted the job, but wasn't going to let them play him for a fool--he was going to keep his pride. The problems with this interview could have included any of the skills covered in this book. But when both parties are as vague as they were about what was or wasn't said, it's a good bet that one of the central problems was nonverbal behavior--facial expressions, gestures, posture, nervous coughs, grunts--the entire gamut.

It's important to make it clear in the beginning that you're not saying your student is completely wrong and you have all the right answers. And likewise you would make it clear to your students that you're not trying to make them over. You, as the teacher with more experience, do want to explain some of the rules of the work world. Knowing the rules will make working easier.

In this unit we'll mention ways for your students to become more aware of their nonverbal behavior, to acquire effective nonverbal behavior, and to recognize others' nonverbal behavior.

Once you start working with your students, one of the first things you'll want to cover is that you demonstrate your interest by where you focus your eyes. You'll practice with your students techniques like:

Looking directly at the speaker or listener.
Focusing on the other person's eyes.

You may want to continue by saying, if you've ever found yourself in a situation something like this, where you've been so nervous you had to remind yourself to show some kind of facial expression, then you know the feeling behind the expression "scared stiff." After all, we don't realize we're not responding nonverbally. Therefore it may be helpful to remind students that they can do things like the following:

Turn your head toward the speaker to show interest
Nod your head to show agreement
Shake your head to show disagreement
Smile when you agree
Wrinkle your forehead when you're angry or puzzled
Frown when you disagree
Raise your eyebrows when you don't understand

If you want to show you're interested, you should orient your entire body:

Sit or stand facing the other person
Lean slightly forward when the other person is speaking

We've included a chart on page 29 that will give your students a chance to rate themselves and others. You may want to use it as a way of introducing the unit and again at the end, so that it becomes a kind of pre-test and post-test.

Rate Yourself

Think about your own behavior for a minute. How do you act when you talk to someone? How many of the following nonverbal behaviors do you use? Rate yourself from one to ten on this chart. Then fold the paper over so that your answers are covered and ask a friend to rate you.

	Friend's Rating of Me	My Rating
Do you look at the person who is talking to you?		
Do you focus on the other person's eyes?		
Do you nod your head when you agree with a speaker?		
Do you smile when you agree with a statement?		
Do you frown when you disagree with a statement?		
Do you lean forward when someone is speaking?		

If you and your friend don't agree, why do you think that is?

Goals And Objectives For This Chapter

The Goals for this chapter are:

1. TO INCREASE AWARENESS OF ONE'S OWN NONVERBAL BEHAVIOR
2. TO INCREASE ABILITY TO RECOGNIZE OTHERS' NONVERBAL BEHAVIOR
3. TO INCREASE EFFECTIVE NONVERBAL BEHAVIOR

The Behavioral Objectives* for this chapter are:

1. The student will be able to demonstrate three examples of nonverbal behavior.
2. The student will be able to identify three examples of nonverbal behavior in others.
3. Given an emotion, the student will be able to express it nonverbally.
4. Given a phrase, the student will be able to say it two different ways using two different accompanying nonverbal expressions.
5. Given four drawings and four circumstances (see material 35), the student is able to pair the gestures and situations and explain why.

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*Where numbers are mentioned below, they are intended to be appropriate for the average special education student. Individual differences may require adjustments in these numbers.

Behavioral Objective #1: Sample Lesson

Lesson: Nonverbal Behavior--Focus on awareness of one's own nonverbal behavior.

Behavioral Objective: The student will be able to demonstrate examples of nonverbal behavior.

Motivation: Begin by teaching a silent voting technique for use in a brief voting exercise. No words are to be spoken by pupils; instead, they are to raise hands if they agree, turn thumbs down to indicate disagreement, or fold arms if they have no opinion. Remind pupils to look around the circle as the voting proceeds to notice the diversity of opinion on each issue.

Typical statements for pupil response are:

a. I think that sometimes people talk too much.

b. I think that sometimes too many words are confusing.

c. Sometimes people's words don't match the expressions on their faces.

d. I sometimes find that ideas flow through my mind faster than I can say them.

e. People who say "How are you?" and then turn away seem uninterested in me.

f. People who say "Good Morning" without smiling are insincere.

After the voting is concluded, use one or two of the statements for discussion of nonverbal behavior; for example, e and f might be good "icebreakers."

Development: Relate an experience in talking to someone where the other person appeared to be uninterested, though without actively saying so. For example, you might talk about a job interview where the interviewer asked many questions and listened to your responses while shuffling papers, frequently looking out of the window, asking the same question you just answered, and glancing at the wall clock. Questions might be asked of pupils as follows:

> "Can you give another example of what someone looks like or does, without talking, when that person is not interested?" "What's this talking without words called?"

When the term "nonverbal behavior" or "body language" is introduced, indicate that we all use different parts of our bodies to send nonverbal messages, e.g., eyes, mouth, shoulders, arms, posture, etc. Give examples of your own nonverbal behavior, and then call on students to add to your list. Ask students to give examples of their own nonverbal behavior which they recall. Call upon volunteers to identify aspects of nonverbal behavior used by individual pupils.

Introduce the game "Freeze." Conduct a discussion on the importance of nonverbal behavior in communication and ways it can influence relationships with family, friends, fellow employees, and employers, then say "freeze" at two-minute intervals. In the "frozen" state, pupils are asked to make note of their own nonverbal behavior, "unfreeze" to discuss their own nonverbal behavior and give feedback to others, then resume discussion until "freeze" is called again.

At the game's conclusion, ask pupils who wish to do so to share statements about how they were feeling during the process ("I felt anxious." "I never knew I seemed uninterested because of my nonverbal behavior." "I had fun." "I felt silly." "I was surprised at the messages I've been sending out." "Maybe I'll look at my nonverbal behavior and try to change."). Accept each statement as valid.

Summary (Application):

Elicit the names of famous people who are well known for their nonverbal behavior (such as musicians, athletes, politicians, and T.V. actors). Discuss the ways that these behaviors influence positive or negative perceptions of them. Relate the discussion to careers by having pupils talk about how nonverbal behavior can affect success.

Have students discuss and then make log entries which respond to the following open-ended sentences. You may want to reword them to make them clearer for your students.

a. I feel happy when __________.

b. I feel sad when __________.

c. I get angry when __________.

d. The most positive aspect of my nonverbal behavior is when I __________.

e. The most negative aspect of my nonverbal behavior is when I __________.

f. I learned today that my nonverbal behavior indicates __________.

g. One of my nonverbal behaviors I'd like to change is __________ because ____.

Assignment:

Elicit a list of popular TV shows which pupils watch regularly. Assign a particular TV show from the list, which all pupils can watch this evening, requesting that each pupil record the nonverbal behavior seen and indicate how it affected the meaning of the words.

Behavioral Objective #2: Suggested Activities

Behavioral Objective: The student will be able to identify examples of nonverbal behavior in others.

Suggested Activities:

1. Have two students volunteer to do a role play of a conversation between two friends. Observers in the class are to make notes concerning the nonverbal behavior used. Discuss and summarize.

2. Give an assignment to pupils requiring them to observe people on a bus, subway, or park bench. Items for them to include in their observation might include:

   How were their arms and feet placed?

   Did they sit up or slouch in the seat?

   If standing, were they erect with heads high or hunched over?

   Where were their eyes focused?

   Was the mouth open, closed, twisted, chewing, or in some other position?

   Did the person seem relaxed or tense? What factors did you use in making your judgment?

   Did you notice any facial tics?

   Did the person's facial expression seem pleasant or forbidding? How did you make your determination?

   Use the assignment for discussion, eliciting central threads, and summarizing.

3. Use the results of the TV assignment from Behavioral Objective #1 (Sample Lesson Plan) to make a newsprint list for posting on a classroom wall (titled "Types of Nonverbal Behaviors"). Have pupil volunteers select a behavior from the list, dramatize it without disclosing which one is being acted, and ask class members to guess. The pupil who guesses correctly presents the next behavior.

4. Pair off pupils in the class. Find a topic for class discussion, e.g., The Most Important Decision I Ever Made. How I Plan to Choose a Career. The Most Wonderful Person I Ever Met. Ask each dyad to discuss the same topic with one pupil being the speaker and the other the listener for one or two minutes.

   At the conclusion of the one- or two-minute presentation, the listener is to tell the speaker what he/she tried to do nonverbally to reflect interest and encouragement; the speaker is to let the listener know what she/he perceived the listener doing nonverbally to show interest and support. Speaker then becomes the listener and vice versa in the same pairs as the presentations continue.

Conclude the exercise by asking dyad members to express feelings about being "speakers" and "listeners" by making "I" statements. You may need to explain "I" statements by giving examples like "I like talking more than listening," or "Sometimes I feel uncomfortable talking to my boss." "I" statements give your students a chance to express feelings or beliefs.

5. Have pupils bring in pictures from magazines. On the back of each picture, have pupils indicate the emotion being portrayed. Ask a pupil to volunteer to hold up a magazine picture (or pass the picture around) so that class members can guess the emotion pictured. If more than one person appears in the picture, request volunteers to role play the situation.

6. Make a list of occupations on the board using the contributions given by pupils. Ask a pupil volunteer to select one of the occupations from the list and mime it. The pupil who guesses correctly presents the next occupation in mime.

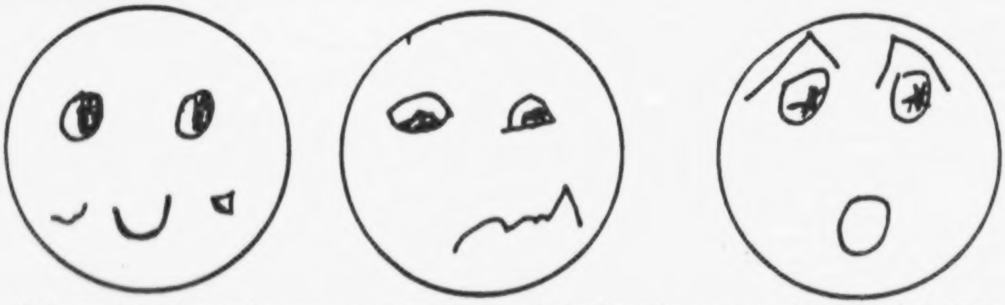
7. Make a list of famous people, living or dead, on the board. This list may be elicited from the class. Ask a pupil volunteer to select one of the persons listed and present the person to the class nonverbally. The pupil who guesses the famous person correctly gets the next opportunity to present.

Behavioral Objective #3: Sample Lesson

Lesson: Nonverbal Behavior--Focus on nonverbal expression of emotion.

Behavioral Objective: The student will be able to express an emotion nonverbally.

Motivation: Prepare 8-1/2x11" sheets with face drawings to represent different emotions or feelings. For example, draw faces to depict feelings such as happy, sad, angry, and surprised.



Ask pupils who volunteer to identify each feeling in turn and to tell briefly a recent incident which triggered this emotional response. Label the faces after pupils have guessed what they represent.

Development: Teach the class to "brainstorm." Within a specified time (5 minutes), the group is to respond spontaneously to the topic "Identify a Feeling People Sometimes Have." You act as scribe by writing each feeling mentioned by pupils on the board. The class should be told that:

a. Each idea is acceptable.

b. No editorial comments, evaluative statements, discussion, or "put down" remarks are permitted. Examples are: "Somebody already said that," "That's not a feeling," "That's almost the same as what Joe said," "That's no good." These are examples of "put downs" which interfere with the creative process.

When the time limit is up, hand out 8-1/2x11" sheets with a large, blank circle. Ask pupils to draw a feeling from the list on the board. Then, call on a volunteer to hold up a drawing, act out the feeling, and call upon a pupil to guess. The student who guesses correctly presents another feeling. Ask pupils to discuss when each feeling dramatized is appropriate or inappropriate.

Lecture briefly on nonverbal ways that people express feelings, indicating:

a. how deaf people communicate using sign language;

b. how body language expresses emotion (e.g., hands on hips, pointing or shaking finger, tossing head);

c. how conflicting interpretations of nonverbal behavior lead to problems (e.g., saying "I'm very angry" while smiling); and

d. how some nonverbal behavior is appropriate for some situations but not for others (e.g., venting anger with customers who are difficult to please).

Summary (Application):

Have pupils focus on careers. Ask pupils to specify occupations where nonverbal behavior is critical (e.g. acting, teaching, counseling). Choose one of the occupations specified and use it for a role play. An example taken from counseling might be as follows:

> Jane is an eleventh grader who wants to be a medical doctor. She visits her guidance counselor, Mr. X, to obtain information about colleges with good pre-medical courses. Mr. X, who has some feelings about young women who want to enter medicine, gives Jane some advice about "playing it safe" because medicine demands so much time, energy, and education. He, also, offers Jane some pamphlets on nursing, medical technology, and x-ray technician preparation.

After two pupils have role played Mr. X and Jane, ask the pupils to describe the nonverbal behavior observed and the messages being communicated beyond the words.

Show the class 5-10 pictures taken from current newspapers. Pass these pictures around (mounted on 8-1/2x11" sheets) without the written captions or articles from which they come. Number each picture beforehand. Ask pupils to list 1-10 in their logs and then identify the emotion or feeling portrayed. Discuss what the class has written, how they "checked out" their responses*, and what the written word added to the pictorial presentation. Have pupils self-rate; a perfect score is 10, with 1 point for each correct answer.

Assignment:

Ask pupils to look at a favorite TV program with the sound turned off for the first half and observe nonverbal clues to determine what is going on. Have them turn the sound on for the second half of the program to determine how much of the story line they obtained nonverally. Have them list the nonverbal clues which helped them identify the feelings and emotions expressed.

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*For a description of this technique see The Skill Area of Chapter Two.

Behavioral Objective #4: Suggested Activities

Behavioral Objective: The student will be able to say a phrase in two different ways using two different accompanying nonverbal expressions.

Suggested Activities:

1. Prepare 3x5" cards each with one feeling written on it. As the group sits in a circle, have each student, one at a time, take a card and pantomime the feeling to the group. The pupil who guesses presents the next card. Follow this by asking pupils to supply a phrase or brief sentence to go with each feeling; for example, happy = "Feel great"; sad = "I'm depressed"; angry = "Gr-r-r"; surprised = "Aha!" Discuss how nonverbal behavior aids us to communicate our true feelings.

2. Refer to the assignment given with Behavioral Objective #3 (Sample Lesson Plan) where pupils looked at TV with the sound off. Have each pupil choose a nonverbal clue; ask the pupil to say an appropriate phrase or brief sentence to coincide with the nonverbal clue, and then choose an inappropriate phrase (e.g., smile "Great" or "Too bad"). Discuss how inappropriate nonverbal behavior causes misinterpretation and confusion.

3. Choose a phrase or brief sentence that can have more than one meaning, more than one nonverbal behavior. Illustrate by saying the same phrase or sentence with very different nonverbal clues, thereby changing the meaning. Ask pupils to identify the exact meaning of the phrase each time it is used, and to state how they "checked out" the true meaning. Examples of such phrases or sentences are"

   a. "You're so smart." (Complimentary about one's intellect)
   "You're so smart." (Derogatory, referring to one's being manipulative)

   b. "That's bad." (Judgmental, moralistic, negative)
   "That's bad!" (Street language for just the opposite, meaning terrific)

4. Divide the class into pairs. Give each pair a card with a phrase or brief sentence, with instructions to prepare two different ways of saying the phrase or sentence (e.g., "Tough," "Lots of luck," "Keep cool," You're sick"). Move from pair to pair as the dyads work on the phrases. Have dyads present their phrases with the two different versions of nonverbal behavior.

Behavioral Objective #5: Suggested Activities

Behavioral Objective: The student will be able to pair gestures and situations, giving explanations, when given drawings and circumstances.

Suggested Activities:

1. Show the class four drawings or pictures of people using specific expressions, and four other cards with phrases or words written on them. For example, if one drawing or picture depicts people with smiling faces, a card saying "happy people" should be prepared.

Ask a student to choose a picture and a card which matches the nonverbal expression. Have the student pin the picture and matching appropriate phrase in front of the class on a cork board. Question the pupil about how he/she "checked it out." Discuss any disagreements. Continue with the remaining cards and drawings in this same way.

2. Based on Activity #1 above, indicate that, in real life, matching nonverbal behavior to words used may not always be so easy. State that sometimes people's words belie their nonverbal behavior, and that sometimes people use pleasant-sounding words with unpleasant-appearing body language, facial expressions, and gestures. Use an illustration to describe a discrepancy between words and nonverbal expression, then ask pupils to give illustrations.

Relate this activity to careers by saying, "It's important at work, whether you're at a job interview or already have the job and are talking to your supervisor, to have your body language back up what your mouth is saying." Illustrate by saying, "If you are enthusiastic about getting this job and working in this particular company, your facial expression, gestures, and body posture should reflect that feeling."

Write several simple questions on the board which represent identifying data for individuals--name, place of birth, state of health, e.g. Invite students to frame questions interviewers might ask in order to obtain these facts.

Use a tape recorder to record questions and responses. While you act as the interviewer, select pupils to respond to the questions. Class feedback concerning voice quality, nonverbal behavior, and content can be given based on the tape and visual observation. Use self-rating and class rating (1, 2, or 3 with 1=good, 2=fair, 3=poor) to conclude this activity.

In addition to your summary, have pupils write in their logs: "I learned today that in an interview I. . . ." or "I relearned today that in an interview I. . . ."

3. Excluding identifying data questions, ask the class to think about other kinds of questions job interviewers can ask. Divide the class into groups of three or four and tell each group to make a list of possible questions.

When the time specified for this process ends, ask a spokesperson for each group to enumerate the questions constructed. Make a master list on the board. Questions which are typical are:

a. What is your educational record?

b. What is your previous work experience? Why did you leave?

c. What references can you give?

d. What salary would you accept?

e. Why do you want to work here?

f. What books have you read recently?

Act as the interviewer and request a pupil volunteer for the interviewee. After discussion, feedback, self-rating, and class rating of this demonstration interview, divide the class into pairs and have them practice job interviews.

4. Duplicate the following example of an application for employment which requests identifying data. Set up a mock interview situation and request a pupil volunteer to fill out the application in front of the class. Elicit comments concerning the pupil's nonverbal behavior with suggestions for improvement.

Print name (last name first)______________________________

Age _____ Birth Date ______________________________

Present address ______________________________

How long in residence? ______________________________

S.S. number _____________ Telephone ______________________

Citizenship ____________________ Place of birth ____________________

Marital status ____________________ No. of dependents ________________

Height __________ Weight __________

Previous employment ______________________________

Success Story: Cheryl Rimkus

1. Cheryl Rimkus agreed to meet us for lunch to talk about her job. She works for Blue Cross/Blue Shield, which is in a busy office building. We went upstairs to the large employees' cafeteria and found a quiet corner where we could talk.

2. Cheryl said that, when her counselor told her about the job opening, she didn't know anything about Blue Cross/Blue Shield. "I said 'Wow, is that in a hospital?' " During the job interview, she learned more about the organization. She took a test and had a physical. And then she started working for them the following week as a clerk typist.

3. But if that sounds easy, Cheryl wants you to know it wasn't. And it wasn't easy handling the emotional problems she had in junior high, or going to the hospital's special school. And it certainly wasn't easy studying for the GED. She had to take it twice.

4. Sitting in the cafeteria, Cheryl looks like any other polished office worker. Her hair is fashionably braided and she wears a blazer, skirt and leather boots. But when she begins to talk, you find that she is a very unique young woman. Her strength and determination show in everything she says.

5. "If you have your mind set on something you'll go ahead and do it. A lot of people are lazy. They want the easy way out. But getting things that are worth getting usually is hard. With the GED, I was determined to pass it. I wanted to get on with my life. When you go to high school, you're going for a reason. And I was determined to do something with my life, to accomplish something."

6. Cheryl finished high school in 1977. While in school she worked part time in the principal's office. She says her first job was the summer of 1976 when she worked in an office xeroxing and collating, and sometimes typing

labels. Though she was glad to be getting a paycheck, she says she wasn't sure about the job. "Sometimes I had a bad attitude like I couldn't wait to leave. But I thought I can't do this--what will happen when I get a full-time job?"

7. She had a counselor at the Placement and Referral Center who was looking for a job for her. The end of school was getting closer and she was worried. "But, finally, she called and asked if I'd like to work for the Center. I would be typing for four people. I could type then, but not real fast. But I was learning, so I took the job. They were real patient with me. When I didn't have anything to do I'd type just to practice."

8. "I liked the job and all that, but after two-and-a-half years I started thinking something with more responsibility would be better." She talked to her counselor who had gotten her the job. The counselor scheduled some job interviews for Cheryl. That's how she got her present job, which she started a year ago.

9. "I live in a small place so I wasn't used to all the people rushing. . . and all the tall buildings. I was a little scared, that's for sure. But I thought I had to try. Someone I worked with showed me the bus to take. I got really comfortable after a while." Cheryl is very religious and says that has helped her a lot. "That makes a big difference in your life, when you have that direction."

10. And for her future? "I'd like to keep working here. I want to take some typing and shorthand. They have classes here during lunch hour. They also have exercise classes and a lounge. You know, this is really a nice place."

NOTES TO THE TEACHER:

- Use as many or as few questions as you wish depending upon the student group.
- It is usually most valuable to write on the chalk board as many student responses as possible.

Cheryl Rimkus Interview

Discussion and Exercise Guide

Paragraphs

1. Theme: WORK ENVIRONMENT

   a) Jobs are usually within a larger physical environment. How can you learn where everything is when you first get on the job (the bathroom, the cafeteria, the pay office, the time clock)?

   b) Is it important to you that your job have nice physical facilities like an employees cafeteria? Why?

2. Theme: JOB INTERVIEW/WRITTEN TESTS/PHYSICAL TESTS

   a) Applying for work can include more than a job interview. What did Cheryl have to be prepared to do to get her job?

   b) How do you feel about taking a written and physical examination for work?

   c) How can you be prepared for exams that are given as part of applying for work?

3. Theme: HANDLING PROBLEMS

   a) What problems have you run into during your years in school?

   b) How have you handled those problems?

4. Theme: OFFICE ATTIRE

a) Does the way you dress at work send other people a message?

b) What nonverbal messages do you want to send by the way you dress at work?

c) In an office job how should you dress? In a messenger job how should you dress? In a stock or factory job how should you dress?

5. Theme: ROADBLOCKS

a) Cheryl ran into a roadblock in moving into the world of work. What was it? Did she get over the roadblock?

b) What are some roadblocks to getting jobs that you or other people have? How can you handle them?

6. Theme: ATTITUDES/WORK HABITS

a) True or False and Why: If you do your work correctly but have a bad attitude can you still do well at work?

b) What are good work attitudes or habits?

7. Theme: REPORTING TO MORE THAN ONE PERSON

a) In some jobs you may work for more than one person (have a few bosses). Would you find that interesting or hard to do?

8. Theme: CAREER LADDER/GETTING AHEAD

a) Cheryl decided she wanted a job with more responsibility. In addition to talking to her counselor, how else do you think she moved up the career ladder?

9. Theme: BEING NERVOUS OR SCARED AT WORK

a) Is it normal to be nervous or scared at work? What's the best way to handle that feeling?

Some Work Words—What Do They Mean?

Blue Cross/Blue Shield
paycheck
employees' cafeteria
job interview
organization
clerk typist
GED
office worker
part-time work
xeroxing
collating
shorthand

Practicing The Skill: Nonverbal Behavior (Theme: Para. 2--Job Interview)

Teacher interviews a student for a job (messenger, stock clerk, office worker, etc.). Student is asked to answer questions but also to "give off" or show poor nonverbal behavior. Class as observers are to say what the student did wrong and how it should be done. Next have the same or a different student take the interview and demonstrate good nonverbal behavior.

After Class—Homework (Theme: Para. 4--Office Attire)

Ask students to interview three people who work in the school but are not teachers. Students are to find out their job title, job duties, training needed for the job and finally how they have to dress at work.

Schedule a time to review the results of these surveys in class. In addition to the theme of office attire, you will be able to review occupational information concepts of job title, job duty, and training as well as providing students with a notion of how many different jobs exist "out there."

CHAPTER 2: LISTENING

The Skill Area

One of the most frustrating situations employers have to deal with is new young employees who "just don't seem to listen." A failure to "process" instructions or requests can be misinterpreted as lack of interest or laziness. But the failure may more directly be related to a youngster's disability. Whatever the reason, there are few people who couldn't improve their listening skills.

And that is exactly one of the points you'll want to get across to your students: that there are ways to improve their listening skills. You can discuss with them that listening requires focused attention. You could ask them if they've ever complained to a friend about someone not listening to them. Or maybe someone said it to them about themselves. And everyone--both you and your students--has probably had the experience of being called on in class and having no idea what the question was. Those times when you really want to listen but only end up confused can be very frustrating. Sometimes we are so busy thinking about what we are going to say, or trying to unravel a person's past comment, that we completely miss what's being said.

As a specific technique to improve listening, you can introduce checking it out. There are people who have taken this to the extreme and begin every sentence with, "What I'm hearing you say is. . . . " As obnoxious as that over-used phrase can be, it's actually a pretty good example of what we're talking about. But your goal is to help your students move more smoothly into the work world. You don't want to load them down with affectations and verbal garbage that will only alienate people.

A simple way to use checking it out is to say, "You want me to do such-and-such; is that right?" This gives your students the opportunity to review what was just said, as well as to confirm it. The point, very simply, is to say what you thought the person just said. Then ask if you are correct. For instance, if a youngster just heard the boss's words fly by he could use checking it out to clarify the instructions. He could say to his boss something like, "You want me to unload the truck, check the boxes, then get your signature on the invoice. Right?" Checking it out can also be used when the issue isn't remembering a three step instruction, but is clarifying an office procedure. In that case, the youngster could say something like, "I should be down at the main office every day at 3:00 to cover the phones. Is that right?"

When you're satisfied that your students understand the concept and can apply it, you will probably want to move on to other phrases that could be used. For instance, they can begin their repetition of what was just said (checking it out) with different phrases. Some examples are, "I want to make sure I have this right. You want me to . . . ." or "So the thing I need to do is . . . ." In helping your students develop these phrases you're not only building a repertoire for them, but you're also practicing some situations likely to occur. And you can use your own or guest speakers' work experience to discuss other real-life situations, for example, when it would be all right to get confirmation about an assignment from a co-worker instead of a boss.

Goals And Objectives For This Chapter

The Goals for this chapter are:

1. TO LEARN WHY LISTENING SKILLS ARE IMPORTANT
2. TO LEARN WAYS TO IMPROVE LISTENING SKILLS
3. TO LEARN THAT LISTENING REQUIRES FOCUSED ATTENTION
4. TO BE ABLE TO APPLY A TECHNIQUE FOR IMPROVING LISTENING: "CHECKING IT OUT"

The Behavioral Objectives for this chapter are:

1. Given examples of conversations (either on tape or written), the student will be able to identify examples of good and bad listening by the responses given.

2. Given factual or opinion messages, the student will be able to paraphrase both accurately.

3. Given a statement, the student will be able to show a listening skill by applying the technique of "checking it out."

4. The student will be able to demonstrate examples of "checking it out" in an improvised conversation.

Behavioral Objective #1: Sample Lesson

Lesson: Listening--Focus on good and bad listening

Behavioral Objective: The student will be able to identify examples of good and bad listening when given examples of conversation (either on tape or written).

Motivation: Begin by asking pupils to raise their hands in response to the question: "How many of you would rate yourselves as good listeners?" Comment on the result of this nonverbal vote. Ask several pupils to share their reasons for designating themselves as good listeners.

Then, ask pupils to listen for two minutes saying, "Let's sit as quietly as we can. Without speaking, make a list of the different sounds you hear." At the end of the two-minute interval, request pupils to tell every sound they heard. Write the sounds noted on the chalkboard. When the list is complete, ask each pupil if she/he would like to change the self-rating as good listeners, based on the number of sounds heard individually compared to the list compiled by the whole class. Summarize by indicating that one aspect of good listening relates to how much is heard.

Development: Introduce the factor of quality into the development of good listening skills. Lecture briefly on the quality of listening by distinguishing between the terms hearing and listening. Give (or have pupils look up) definitions of the two terms. Compare them with observing and reading in the development of reading skills by setting up the equation:

observing: reading = hearing: listening:

Place the diagram below on the board for explanations, discussion, and illustration:

Activity*	Purpose	Examples
Hearing	Directed or undirected responses to sounds	Hearing a train whistle Hearing voices in distance
Listening	Interpreting sounds Hearing words, word parts Simple associations	Recognizing a voice Knowing rhymes Answering, "Yes, it is a nice day," etc.

Continue discussion by asking pupils if anyone ever caused them to say, "You're not listening to me!" Follow up with, "How did you know that the person wasn't listening?" and "How did you feel when you were not listened to?" Ask students, also, if they were ever told by someone that they weren't listening, what gave the speaker that impression, and the feelings expressed by the speaker who was not listened to.

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*Source: Russell and Russell, Listening Aids Throughout The Grades, p. 61.

Elicit and enumerate on the board the factors which may interfere with good listening (headache, noise, bias, boredom, sleepiness, for example). List also the qualities of good listening (attentiveness, eye contact, no interruptions, focused questions, etc.) and have pupils record these in their logs with checks next to the ones they employ regularly. Make the point that good listening is selective, purposeful, accurate, critical, and creative (an amalgam of hearing and listening).

Summary (Application):

Emphasize that good listening pays dividends on a job. Present conversational examples (illustrating good and bad listening), either on tape or in writing. Suggested examples appear below:

a. Assume you are attempting to return merchandise to the store.

Pupil: I'd like to return this because it's too small for me.

Salesperson #1: Why do you want to return it?

OR

Salesperson #2: Surely, give me your sales slip and tell me what your correct size is, please.

Which response is better? Why? How do you feel about each response? Rate each response as 1=good, 2=fair, or 3=poor.

b. Two salespeople are talking to each other when you arrive to make a purchase at the glove counter. After clearing your throat and waiting a decent interval for them to stop talking, you begin to talk.

Pupil: I'd like a pair of brown gloves, size 7-1/2, in wool.

Salesperson (without looking at you): Please come to the other side of the counter.

What comment can you make concerning the quality of listening? How would you improve it? What feelings do you have when people talk to you without looking at you? How would you rate this salesperson's response (1, 2, or 3)?

c. You make a telephone call to a business office and ask to speak to Ms. Jones, Personnel Manager. The telephone operator asks you your name and the nature of your business several times without getting the facts straight. In the background, you hear another person talking to the telephone operator in a loud voice.

How do you feel about being listened to in this way? What would you say to the telephone operator to improve the situation?

Pupil: ____

____.

The conversational segments presented above can be developed using role-playing techniques.

When the conversational situations have been completed, indicate that many different kinds of careers require good listening habits. Elicit these and make a list on the board (e.g. telephone operator, order clerk, messenger, information booth worker, teacher, social worker, guidance counselor, doctor, lawyer). Have the pupils discuss why good listening habits are important to the jobs, occupations, and professions listed and what consequences result from poor listening habits.

Call upon pupils to summarize the points covered in this lesson by completing the following open-ended sentences: I learned today that. . . . or I relearned today that. . . . The responses to these two sentences may be written in the pupils' logs for this curriculum.

Depending upon your subject-matter orientation, you may want to develop applications for this lesson in areas other than the ones chosen here (language arts, career development). For example, you may want to use social studies applications (e.g., What historical figures were noted for their listening skills? What contemporary personages would you describe as good listeners?) or art infusions (pupils make posters illustrating good and bad listening habits or draw cartoons depicting variations in the quality of listening).

Assignment:

Choose three characteristics of good listening (e.g., eye contact, no interruptions, asking related questions). Tell two friends about today's lesson. Rate each friend (1, 2, or 3) in each of the characteristics chosen.

Behavioral Objective #2: Sample Lesson

Lesson: Listening--Focus on accurate paraphrasing

Behavioral Objective: The student will be able to paraphrase both accurately when given factual or opinion messages.*

Motivation: Use the preceding day's assignment as a springboard for this lesson, as well as a review of material presented in Sample Lesson Plan for Behavioral Objective #1.

For example, call on a pupil to relate the results of the conversations with two friends and their ratings based on three criteria of good listening. While the pupil is reciting, look out of the window, check the time, write something else on the board, tap on the desk, yawn, and look away from the speaker. At the conclusion of the pupil's presentation, summarize by paraphrasing inaccurately.

Ask the pupil, with the help of others, to criticize your demonstration of listening skills and to make suggestions for improvement. Ask the pupil who presented to discuss her/his feelings when you were demonstrating your listening skills. Have the student repeat the presentation; this time use good listening skills. Ask the same questions to obtain pupil criticism and elicit feelings.

Summarize the salient points concerning good listening and the meaning of paraphrasing.

Development: Place words such as fact, opinion, gist, and echo on the board. Elicit word meanings through dictionary study or student knowledge, and request that these words and meanings be added to the word list kept in pupils' logs.

Teach pupils the Echo Game. Decide on a topic of general interest about which all students can talk briefly, e.g. What I did on my recent vacation from school; My favorite TV program; or My pet really likes/dislikes people because he/she. . . . Begin the exercise by "starting first." You might say if the topic is favorite TV programs, "My favorite TV program is 60 Minutes because it gives in-depth coverage of worthwhile topics." Pupils are asked to raise hands if they want to tell about their favorite TV program. Before the pupil called upon can talk about her/his program, the gist (paraphrase not verbatim) of the immediately preceding speaker's statement must be given to the satisfaction of the speaker.

In the illustration given, the pupil (A) might say, "You like 60 Minutes beacuse it gives factual reporting on important topics." When you nod approval, pupil A may continue with, "My favorite TV program is Dark Shadows because it's real spooky." The next pupil (B) "echoes" pupil A's statement about Dark Shadows to obtain A's nod, and then tells about her/his TV favorite. Continue "echoing" until each pupil has had one turn.

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*See The Skill Area in Chapter Three for a discussion of fact and opinion messages.

Process (obtain feedback) from the pupils concerning their feelings during the Echo Game ("I was scared that I wouldn't hear it right," or "I was so busy listening, I almost forgot my own story"); indicate how paraphrasing helps in good listening.

Give each pupil two index cards. On one card, the pupil is to write a fact (George Washington was the first president of the United States.); on the other, an opinion (Learning an occupational skill like auto mechanics or typing is a good way of getting a job). Collect the index cards, shuffle them, and redistribute so that students have two cards written by someone else. In turn, each pupil should read his/her two cards, paraphrase each, and label each as a fact or an opinion. When all the cards have been completed, summarize the difference between fact and opinion.

Summary (Application):

State that some jobs, careers, and professions require an accurate use of facts (e.g. medical diagnoses, legal decisions can elicit lists of related occupations). After illustrations have been elicited or given, ask "What careers rely more heavily on opinions?" and "Can we get into trouble if we give opinions and label them as facts?" Include discussions of pollsters and market researchers as users of opinion. Pupils might want to share incidents where friends or acquaintances have expressed opinions about them which were related as facts, and their feelings about this practice.

Divide the class into two groups. Ask one group to think of two brief (one or two sentences) opinion messages and tape record them; the other group, during the same time, records a factual message. At the end of the time allowed for taping, ask the groups to exchange their taped messages, listen to the tape, and paraphrase.

Conclude the lesson by having pupils respond orally to the question, "The most important thing I learned today about listening is that. . . ." Pupils can be requested to write these learnings in their logs.

Assignment:

Select a newspaper article to read. Write a brief statement which paraphrases the article's meaning. Underline in red the factual statements in the article; do the same in blue for opinions expressed. Use this assignment for Review or Motivation in the next session.

Behavioral Objective #3: Suggested Activities

Behavioral Objective: The student will be able to show a listening skill by applying the technique of "checking it out" when given a statement.

Suggested Activities:

1. Immediately after giving the day's assignment, and before writing it on the board, ask someone to repeat what has just been said. If a tape recorder is available, state the assignment and the pupil's recall can be "checked out" when the tape is played back. Another method of checking is to compare your written record of the assignment from the lesson plan with the pupil's recounting of it. Indicate the step or steps the pupil might take before repeating the assignment.

2. A "spot check" may be used from time-to-time to check on the daily development of an attitude of careful attention to ordinary classroom directions. For example, John might be told to "Go to the board, write today's date and day, and a theme for today's lesson (Listening: Focus on Checking It Out)." The other class members can be requested to "check out" the quality of John's listening skills and rate them (1, 2, or 3).

3. Riddles are fun. More important, they can be used as a "checking out technique," because their solutions depend on careful and critical listening, as well as accurate deductive and relational thinking. An example of a typical riddle to read to the class follows:

> As I was going to St. Ives,
> I met a man with seven wives.
> Each wife had seven sacks.
> Each sack had seven cats.
> Each cat had seven kittens.
> Kittens, cats, sacks, and wives --
> How many were going to St. Ives?

When pupils determine that the answer to the riddle is "one," invite them to describe other riddles. Depending upon the level of the group, easier or harder riddles might be used. In some classes, pupils will enjoy making up riddles, reading them, and having the class "check out" the solutions.

4. Invite a guest speaker noted for clear, well-organized presentation who will supply you in advance with an outline or summary of his/her five-minute discourse on a topic such as "The Most Important Personality Characteristics Needed for Job Success."

While the speaker is talking, have the pupils make an outline or summary of the presentation, which will then be compared with the speaker's submission. The discussion which follows the speech can include questions by which pupils "check out" the speaker's organizational scheme.

5. Ask pupils if they were ever told anything by a parent, teacher, friend, or boss that they weren't sure they understood. Ask several pupils who said "yes" to briefly describe the listening situation with which they had difficulty.

Process each vignette by eliciting ways to "check out" the situation to avoid listening problems. For example, pupils might ask for a repetition while they take notes, give their verbal understanding of what they heard and ask if it is correct, verify calculations for arithmetic and other mathematical solutions, or break the task into steps as they understand it and check at the completion of each step. Discuss the pros and cons of each "checking out" technique suggested, and determine which steps pupils use regularly.

6. Provide pupils with an open-ended dialogue that illustrates a student using "checking out" techniques. An appropriate dialogue might begin as follows:

Teacher: Joan, please take these guidance questionnaires about careers to Ms. Bowen in the Guidance Office, Room 203. In the waiting room, there are pamphlets titled "You and the World of Work." Please pick up 35 of them. Also, inquire about the availability of the guidance film "Finding Your Life's Work."

What "checking out" should Joan do before she leaves the room to go to the Guidance Office? What should Joan say to the teacher to prevent misunderstanding, and resulting incomplete accomplishment of the tasks, and demonstrate that she has been using good listening skills?

Joan: ____

____.

Have the pupils discuss the various responses offered in terms of their effectiveness.

7. Hand out a worksheet with three typical messages:

a. Assume that you are a newly-hired stock clerk in a shoe store. You get written instructions to note the stock numbers of shoes which should be reordered immediately on the customary requisition forms.

b. When you get home today, your mother tells you that one of your friends called about a summer job opportunity in a summer camp. You are to apply on Saturday at 9 a.m. at the XYZ Agency on Main Street. You live ten miles away on a bus route into town.

c. You have just obtained a part-time job in a small office. One of your co-workers, whose name you don't know, gives you material to get 25 copies duplicated.

Ask each pupil to write a brief statement for each situation with suitable questions to be used in "checking it out." After a stated time interval, have pupils share what they have written, as well as their feelings about being placed in each situation.

Behavioral Objective #4: Suggested Activities

Behavioral Objective: The student will be able to demonstrate examples of "checking it out" in an improvised conversation.

Suggested Activities:

1. Hang a piece of blank newsprint in some conspicuous spot on a classroom wall. Head the newsprint with the title "Checking It Out." Provide magic markers for pupils to list favorite techniques they use, e.g., asking a speaker to repeat instructions, repeating back (paraphrasing usually, verbatim sometimes--What circumstances permit one or the other?) what they heard, taking notes, breaking the task into steps, making an outline, writing a summary, verifying mathematically. Invite pupils to share vignettes about incidents where they have "checked it out."

2. Prepare several index cards with situations suitable for role playing by two students. Each situation should provide opportunities for one of the characters to confirm what was said by using "checking it out" techniques.

> A sample situation follows:
>
> Assume this is your first day as a sales clerk in a small store. At noon, your employer comes to you, asks you to total the amount of cash in the drawer against the duplicate sales slips you made out, and, then, make a written report.

Ask two students to role play this scene with the employee using "checking out" procedures. Pinpoint the procedures used by relating to the newsprint record posted on the wall.

Raise questions such as: "How effective were the procedures which were chosen?" "What other procedures might have been used?" "What errors were prevented by the use of checking?" "How did the employee indicate good listening skills?" Continue with the other index-card situations.

3. Ask students to think of a situation at school, home, or work in which they would like to improve their listening skills. Have pupils write the situation. Request volunteers to read their situations to the class. As each volunteer completes her/his situation, ask the class for suggestions to improve listening skills and checking procedures. Choose one or two students to role play the situation using one of the suggestions offered for improvement.

Success Story: Angel Morado

1. We talked with Angel Morado on a bench outside the building in the financial area where he works as a messenger for a stock broker firm. Angel is working part-time during the school year and full-time in the summers. "I don't see myself doing this as my career," Angel said. "I'd like to get into finance or business administration. But I like my job; it's exciting, and something is always happening. This is a big financial capital and I'm getting good experience."

2. In fact, Angel has finished one term in college, and he is returning in September. It isn't easy, but Angel has never had it easy in school. He was in special classes and regular classes in several different schools and was even on homebound instruction for eight months. "I learned a lot watching educational TV. I just didn't want to waste time," says Angel. "Too many students just go through the motions in school," he went on. "I had a reason to go to school: I want to learn and improve myself."

3. After leaving high school at 18, Angel took the high school equivalency tests (GED's) and passed. Now that he had a high school diploma, he could apply to college. But he was turned down at first. "I get nervous during an interview and don't know what to say. I listen better than I talk, so I don't sell myself enough. But my counselor at high school gave me a strong recommendation, so the college decided to give me a chance."

4. Angel went to classes in the morning and kept the part-time job as a messenger in the afternoon. He got a lot of help from his counselor in college. "I talked about school and home, and it was an outlet where I could express how I felt. I also joined a club for Latino students but it got too political. Now I think I'll join a different club, maybe in the business area."

5. One thing Angel is sure about is that he wants to learn something special. "The way things are going in the job market, you must have either an

education or a trade skill. Everybody can learn some sort of skill. I'm not good with my hands, but I'm good with my head. My girlfriend is not so good with her head but she is very good in drawing. So you have to find what special thing you can do and then do your best to develop that skill."

6. Angel has worked hard for what he has achieved, and nothing has come easy. What helped him to keep going? "My mother is very interested in my future and gave me a lot of encouragement. Even though I come from a large family--four brothers and four sisters--she always was interested in my future. And I have a sense of pride: I want to be something."

NOTES TO THE TEACHER:

- Use as many or as few questions as you wish depending upon the student
- It is usually most valuable to write on the chalk board as many student responses as possible

Angel Morado Interview

Discussion and Exercise Guide

Paragraphs

1. Theme: INFORMATION ABOUT OCCUPATIONS

   a) Angel works as a messenger for a stock broker firm, which is part of the finance field. Can you tell about the job that you might want and what industry or larger field it's a part of?

   b) What other jobs can be found in the field you are interested in? Would you want any of those jobs?

   c) Where could you go to find out more about the field you are interested in?

2. Theme: MOTIVATION/MOVING TOWARD A GOAL

   a) Angel talks as if he doesn't let roadblocks stop him--that's called motivation. Do you have motivation? In what situations do you have it (e.g., work & play) and in what situations don't you have it (e.g., school)?

   b) Can other people, like teachers and employers, tell if you have motivation?

   c) Is it good to show motivation to others? How do you show motivation?

3. Theme: REQUIREMENTS/INTERVIEWS

   a) At times a diploma is a requirement for jobs, training, or education after high school. What are the requirements for a diploma? What is the GED?

b) Are there any requirements you will have to meet, to do what you want to do after high school?

c) Angel was nervous on an interview where he had to talk rather than listen. Did that ever happen to you or someone you know? How do you deal with being nervous on an interview?

4. Theme: REVIEWING CAREER AND PERSONAL GOALS

a) Angel said he spent a lot of time talking with his counselor. Do you think it's a good idea to spend time going over things about your future with a counselor or teacher?

b) Should you review things with a counselor only if you have problems or is it ok to do it on a regular basis?

5. Theme: ABILITIES/SKILLS

a) Angel says you need some types of abilities and skills to go into the job market. What is the job market? What are some of your abilities? What are some skills you have?

b) People match their abilities to training or jobs. Tell me about your abilities. What abilities are you going to use in the job you want?

c) How do you figure out what all your abilities are?

6. Theme: FEELING GOOD ABOUT SELF/POSITIVE SELF CONCEPT

a) Angel says he has a sense of pride. What does that mean? Does he feel good about himself?

b) Do most people you know feel good about themselves? Do they have pride?

c) Angel said his mother helped him feel good about himself. What else helps you develop pride?

d) Does feeling good about yourself help you find and hold a job?

Some Work Words--What Do They Mean?

messenger
Stock Broker Firm
finance
college
counselor
job market
ability

recommendation
working part-time
Business Administration
high school equivalency test
business area
trade
skill

Practicing The Skill: Listening (Theme: Para. 5--Abilities/Skills)

"Checking Out Your Abilities"

This exercise requires students to summarize accurately what another person views as his or her abilities and how these abilities could be used on a job. Initially the teacher selects one student and demonstrates the exercise. First the teacher talks about the abilities he or she sees the student as having. The student then summarizes ("checks out") this assessment to the teacher's (or class's) satisfaction. The teacher then talks about how some of the abilities cited for the student could be related to jobs. The student then again summarizes ("checks out") as above. The teacher can then do this exercise with two students (one taking the teacher's role and one becoming a listener) while the rest of the class observes or by breaking the class down into dyads and allowing each member of the dyad to take a turn at being the listener. At the end of the exercise the teacher can ask students to summarize what they learned about themselves.

After Class--Homework (Theme: Para. 1--Information About Occupations)

Ask students to interview two people who have jobs outside of the school. They are to ask them to describe the job (what they do, what training was needed, how they got the job). The students are also to ask what field the job is in and what other jobs the interviewee knows about in that field. Next time in class review the information collected, in particular the notion that there are many jobs within a particular field each requiring different abilities, skills, training, etc.

CHAPTER 3: EXPRESSING IDEAS

The Skill Area

When someone gets an idea in a comic strip, it's often pictured as a lightbulb going on overhead. Often with a new idea we imagine how exciting it will be to share it. How easy if all one had to do was open one's mouth and an idea would shine out brilliantly like a 100 watt light bulb. But sometimes the reality of getting that brilliant idea out of your mind, into your mouth, and across to people ends up being more like spitting out broken glass.

Expressing ideas is probably one of the more difficult skills for your students, whether they're explaining something, answering a criticism, or describing an event. And this interpersonal skill gets even more complicated at the advanced level of handling disagreements.

In beginning this unit you will want to help your students recognize that there are different kinds of ideas, and different kinds of idea messages for communicating those ideas. Often there are difficulties in conversations because it isn't really clear what kind of message is being expressed. The three kinds of messages covered here are those that express an opinion, those that state a fact, and those that tell about an experience.

It will probably be easiest to start with opinion messages. You can explain to your students that an opinion is a statement of their own personal attitudes or judgments. Because these judgments are based on personal experiences and beliefs, people frequently disagree with one another. This does not mean, however, that one person is right and the other is wrong. Rather, their disagreement shows that they may have different experiences or hold different values or beliefs.

A fact is unlike an opinion in that it can be proven true or false. A lot of kids seem to think their opinions are facts. It's important to get across the concept that you can have an opinion that you hold strongly and still have it not be a fact. One student gave the example of who would win a basketball game as a fact. Since our definition is that a fact has to be proven, this would be an opinion. But in his mind, it was a fact that Melvin would win since, as long as he could remember, Melvin has beaten everyone he played against. The way this was finally resolved was by saying that it may be a very sound opinion, but, since the game hasn't happened yet, it's still just that--an opinion.

Experience messages are used to describe specific events in one's life. It may be as simple as something that happened in the morning when you were getting ready for school. Or it may have been something more important--the meeting of a group in which you're active or a movie that you saw and want to describe to a friend. Whatever it is, when you take the time to tell about something, you are saying that these experiences are important to you and that you want to share them. Sometimes, knowing the difference between a fact, an opinion, and an experience can make things clearer. But when it comes time to express an idea, your students aren't going to clear their throats and say, "I am going to express an opinion, not to be confused with an experience or a fact." At such times, what they need are specific techniques to help them best express their ideas. Here are some techniques:

Prepare what you are going to say ahead of time. Explain that there are times when it's good to be spontaneous and off-the-cuff, but if it's important to communicate a particular idea clearly, you may do better to decide first what you want to say. Your students may feel silly practicing their thoughts, but situation rehearsal is very helpful.

Send one idea at a time. You can help your students by having them practice situations where they can apply this. Let them know that in spewing out everything they will confuse their listener.

Include specific examples. Generalizations are often valuable, but your ideas will come across more clearly to people if you give very concrete illustrations.

When moving on to handling disagreements you are in a complicated area. Often, youngsters get so involved in the disagreement that it becomes a matter of pride not to compromise. Obviously the point isn't to go around disagreeing just to prove you're tough. But the other extreme is just as bad--always pretending to agree. There are certain times when it's appropriate to disagree. And learning to negotiate is a very important skill to use not only at work, but also at school and in one's personal life.

There are four things to consider when there is a disagreement of opinion. Sometimes, you can come to an agreement by going past the opinion to the underlying facts, assumptions, values, and reasoning. Other times the closest you can come to agreeing is to agree to disagree. In either case, try asking the following questions; they may help you get to the heart of the disagreement.

1. Are we using the same facts? Are our numbers the same? Dates? Places? People? You might be starting from completely different points. So it helps if you will each explain what you believe are the facts and where you got your information.

2. Are we starting with the same assumptions?

3. Do we have the same values? In forming an opinion, people are influenced by the kinds of values they have. If you can both tell a little bit about what you hold as important, you may be able to see how it is that you have different opinions.

4. Are there mistakes made in reasoning? When you take an opinion apart by asking the questions above, you can sometimes pinpoint an error made in reasoning. If you or the other person sees that it's a good time to begin to re-evaluate your opinions, then you will have made real progress.

If you feel that this is too complex for your students to handle, you may want to limit the discussion to just the matter of defining the disagreement. You can guide your students to the realization that a crucial first step in handling a disagreement is knowing what it involves.

Goals And Objectives For This Chapter

The Goals for this chapter are:

1. TO IDENTIFY THE DIFFERENCES BETWEEN FACT, OPINION AND EXPERIENCE MESSAGES
2. TO EXPRESS FACT, OPINION AND EXPERIENCE MESSAGES CLEARLY
3. TO HANDLE DISAGREEMENTS THROUGH NEGOTIATING SKILLS

The Behavioral Objectives for this chapter are:

1. When given examples of opinion, fact and experience messages (orally or written) the student will be able to identify each type.

2. The students will be able to give examples of opinion, factual, and experience messages in the three separate settings of home, school and work.

3 Given a situation in oral or written form, the student will be able to respond with one complete idea at a time.

4 In a role play situation the student will be able to use specific examples to illustrate fact, opinion and experience messages.

5. Given a conversation, the student is able to identify the points of disagreement.

6. Given a conversation, the student is able to identify both the facts and the opinions in a disagreement.

Behavioral Objective #1: Sample Lesson

Lesson: Expressing Ideas--Focus on identification of opinion, fact, and experience messages.

Behavioral Objective: The student will be able to identify opinion, fact, and experience messages (oral or written) when given examples.

Motivation: Write three statements on the board, one to illustrate fact, one for opinion, and one for experience. These messages might read as follows:

> The store opens at 10:00.
> That store's the best place to shop.
> Whenever I go in the store I have a hard time leaving.
>
> Karate is a martial art.
> Robert is unbeatable in Karate.
> Once I went to stadium and saw that fellow who always wins, Sensei Oliver.

You could also use more personal statements such as the following:

> The weather is cloudy.
> I feel depressed.
> Whenever it's cloudy out like today I always feel like sleeping.

Ask pupils to criticize each statement indicating how they are similar and dissimilar. Find out which message seems more effective and why.

Development: Choose a pupil volunteer and give that pupil a question written on a card. The pupil is expected to ask you the question. Examples of questions are:

a. How do I get from school to the Public Library using public transportation?

b. What other job experience have you had besides teaching?

c. Do you think that times are bad?

You may want to tape record this exchange between you and the pupil. To dramatize the different ways that people answer questions (using facts, experience, and opinions), you may want to answer the pupil's question in a verbose, rambling, and disorganized fashion, mixing up fact, opinion, and experience messages.

After this brief taping, play back the exchange, and ask for volunteers to comment on the positives and negatives of your response to the pupil's question. List the positives and negatives on the board.

Introduce the idea that there are three different kinds of messages--fact, opinion, and experience. After the class criticism, repeat the exchange; on the retake, answer the question in a succinct and organized fashion, using fact, opinion, and experience as needed.

Summary (Application):

Ask two pupils to role play another situation, using the tape recorder, aiming for a succinct and organized response with fact, opinion, and experience messages as required. Call upon class members to give feedback.

Divide the class into pairs. Have dyads choose questions and take turns role playing as the teacher monitors by going from pair to pair. Pairs who volunteer can role play in front of the class and obtain feedback. Ask class members to label each statement in the dyad role play as fact, opinion, or experience message.

Assignment:

Ask each pupil to divide an 8-1/2x11 sheet of paper into three parts and label them "fact," "opinion," and "experience." Each pupil is to write down at least one example of each type of message that s/he hears said later that day in school, at work on a part-time job, or at home. These messages are to be shared at the next session.

Behavioral Objective #2: Suggested Activities

Behavioral Objective: The student will be able to give examples of opinion, fact, and experience messages in the three separate settings of home, school, and work.

Suggested Activities:

1. Use the preceding session's written assignment to review the differences among fact, experience, and opinion messages. Call upon pupils to share the types of messages they heard in school, at work, and at home.

2. Have students make lists of careers where facts play an important part. Ask them to make lists also of careers where opinion and experience are important. Call upon pupils to share lists.

3. Take a familiar home situation (e.g., baking a cake, painting a room) and discuss the role of fact, opinion, and experience in the successful completion of these tasks. Have pupils illustrate the pros, cons, and possible consequences of using and misusing fact, opinion, and experience.

4. Invite a guest to make a brief presentation on his/her occupation. While the speaker is presenting, have the students make notes concerning the nature of each statement (fact, opinion, experience message). Have a question and answer period so that pupils can "check out" their responses with the speaker.

5. Visit a business office, school office, or hospital facility. Before this field trip, give pupils opportunities to construct questions to ask personnel at each job site in order to determine the balance among fact, opinion, and experience messages.

6. Assign pupils the task of finding magazine and newspaper articles and labeling statements fact, opinion, or experience messages. At the next class, have pupils share the results.

7. Have pupils interview someone who does forecasting (e.g., statistician, sports writer, weather forecaster). Ask pupils to determine how these people use facts, opinions, and experience messages to arrive at "educated guesses" about the future.

8. Discuss the subject of personal reputations. Indicate that these "reps" are sometimes good, sometimes bad. What part does one's "rep" owe to fact, opinion, or experience messages? Can a person change his/her "rep" by making fact, opinion, and experience messages different?

Behavioral Objective #3: Sample Lesson Plan

Lesson: Expressing Ideas--Focus on responding.

Behavioral Objective: The student will be able to respond with one complete idea at a time when given a situation in oral or written form.

Motivation: Have students assume that they are in a job interview situation. The interview has progressed quite far; the prospective employer says, "Now, tell me why you want to work for me and for this company?" and sits back to hear your response. You might want to tape record this exchange between the prospective employer and the job seeker.

> Job Seeker: Well, let's see. . . . First of all, I've heard a lot about this. . . . No, more important, I think this company must be good. . .it's been around a long time, 1945 I think. Why do I want to work here?. . . and for you? Well, everybody seems so nice and all. . .you know. . .like it's a good place. . .you know. I've worked at some other part-time summer jobs and I get 'vibes' about places, you know, and this is. . .like a very nice place.

Have the class criticize the job seeker's response--What statements are facts, opinions, or experience messages? Would the job seeker get the job based on this reply?

Development: Divide the class into pairs, and ask each dyad to work on an improved response to the taped situation. After a specified period, call on pairs to share their improved responses. Have the class write the most effective response.

Continue the small-group work by asking pairs to list some situations at home and at work that are important to them and with which they sometimes have difficulty expressing ideas. List the results of the dyad activity on the board; then, ask the pairs to choose one situation and work on it in an organized, direct, succinct, and orderly fashion so that ideas are communicated clearly. Call on a dyad or two to role play the product.

Summary (Application):

Summarize the technique of expressing one idea at a time and answer pupil questions. Reinforce the learning by having pupils respond to "What Would You Do If. . .?" situations.

Prepare for this activity by devising situations and placing on cards for role play. Typical situations for these cards are:

a. You want to take shop and it isn't on your program. What would you do?

b. On your part time job, your employer tells you that you must work on a religious Holy Day. This is against the tenets of your religion. What would you do?

c. A neighbor tells your parent(s) that you were involved in a gang fight. You just happened to be walking by when things got ugly. What would you do?

Assignment:

Ask pupils to use What would you if. . . situations discussed in class to interview a parent or other adult, and be prepared to share the results at the next class session.

Behavioral Objective #4: Suggested Activities

Behavioral Objective: The student will be able to use specific examples to illustrate fact, opinion, and experience in a role play situation.

Suggested Activities:

1. Write an opinion on the board about which there will be strong views (e.g., students don't have any rights; 18 is all right for draft service but too young for drinking; grownups abuse alcohol the way adolescents use marijuana; criminals with money don't get the same penalties that poor people do; parents don't trust their children). Divide the class into two groups depending upon how they feel about the opinion chosen for discussion. Have each side use specific examples, facts, and experiences to back up an opinion chosen for debate. Develop a role play situation.

2. Ask pupils to think of a situation from their part-time or summer employment where they had to explain a policy or procedure to a new worker. Discuss what some of the factual messages should be to communicate with the new worker, and elicit how they could be illustrated with examples. Develop a role play.

3. Ask pupils to assume that they work in an office as a part-time file clerk. One day this part-time worker overhears a full-time worker say about you, "Oh, what can you expect from a part-timer. They're only interested in the paycheck. There's no commitment to the job. I hope somebody wises up and fires this one."

An assertive response would be to find a private moment to talk the matter over with the co-worker who has negative views. What facts would you provide? Develop a role play.

4. Pupils are to assume that they have entered a new class after the beginning of the term. Although the new pupil has made every effort to be friendly, everybody seems cold and unfriendly. After you have been in the class for over a month, you decide to approach one individual who seems to be a popular class leader. What facts, opinions, or experience messages would you use? Develop a role play.

5. Give an assignment which utilizes the material in Suggested Activity #1 above. Ask pupils to interview a parent or other adult using one of the topics used in that activity, and write down the facts, opinions, and experience messages given to support the adult's position on the issue. Have pupils report the results at the next session. Develop a role play.

Behavioral Objective #5: Suggested Activities

Behavioral Objective: The student will be able to identify the points of disagreement when given a conversation.

Suggested Activities:

1. Introduce the idea that sometimes the hardest thing about a disagreement is figuring out the points of disagreement. Give an example of family feuds that started over something that has long since been forgotten; however, the feud continues even though no one remembers what the problem was. Elicit examples from the class, which you list on the board. Ask pairs to work on dialogues where there are points of agreement and disagreement and to label each point accordingly. Tape recordings and/or role play situations may be used for this activity.

2. Hand out copies of newspaper or magazine articles that describe some disagreement. Ask students to find the areas of disagreement.

3. Assign homework so that pupils find newspaper or magazine articles that describe some disagreements. Have them underline the disagreement and report on the problem at the next session.

4. Extend activity #3 above by having pupils write a short paragraph about the nature of the disagreement.

5. Find a human relations film which describes misunderstandings and disagreements. If you need assistance with locating such a film, B'nai B'rith, the school librarian or guidance counselor can be helpful.

After previewing the film, prepare the pupils for the screening by telling them about the subject matter and asking them to look for areas of agreement and disagreement in the film.

6. Help pupils to construct questions to make a survey of the two or three who were involved in a recent disagreement or knew about it. Have pupils obtain information about the setting where the disagreement occurred and the points of disagreement. When the surveys are complete, have pupils describe the results.

Behavioral Objective #6: Suggested Activities

Behavioral Objective: The student will be able to identify both the facts and the opinions in a disagreement given in a conversation.

Suggested Activities:

1. Expand Suggested Activities #1, 2, 3, and 5 (Behavioral Objective #5 in this Chapter) by having pupils point out or underline the facts stated in each disagreement.

2. Hand out a worksheet with a dialogue that takes place at home. Ask pupils to underline the disagreements that are based on fact.

An appropriate dialogue might be as follows:

Parent: I told you to have your room cleaned up before dinnertime.

Child: I was doing my homework. I thought that was more important.

Parent: Your homework is important. That's not the point. You never get to the cleaning!

Child: I have too many things to do. Besides, my room is just fine. I can find everything.

Parent: Don't you see the dirty clothes in the corner? They belong in the hamper. What about the dirty dishes left over from the snack you had yesterday? And, then there's the pile of old newspapers and magazines. Why are you keeping them?

Child: Everybody pushes me around all the time! I still have two hours of homework to do. Do you want me to stay up past my 11 o'clock curfew?

3. Use the format for the dialogue above to help pupils construct dialogues for disagreements at school and at work. You might want to pair pupils for this activity. After a specified time, have volunteer pairs present their dialogues. Have the other class members specify the points of disagreement based on facts.

4. Use all of the activities above to teach pupils to find areas of disagreement based on opinion.

5. Choose a pupil with whom to have a discussion on a controversial topic in which you are both interested. Tape record your discussion as you present in front of the class.

Ask pupils to listen for areas of disagreement and of agreement and to find points based on facts and on opinion. Play the tape back and have pupils write their responses. Summarize through discussion and question/answer period.

Success Story: Roberta Abrahamson

1. Roberta Abrahamson's advice to special education students is: "Go for it!" And Bobbie is a living example of a special student who went for what she really wanted. Now, at the age of 24, after 6 years in college, Bobbie is trying to pass a math course and a physics course so that she can receive the bachelor's degree she has long wanted.

2. Bobbie spells out her advice this way: "Set a reasonable goal and give it your best shot." She decided that her best shot would be at State University, which provides counseling and other special services for students with disabilities. "It was love at first sight," says Bobbie, who is very glad that she entered that program.

3. Now she has her eye on the broadcasting field. "Media arts" is the name of her major in college. Her goal is to do writing and research for a radio or TV station. But she doesn't expect to start out at that level. "I hope to get an elementary, entry level job, like a tape librarian. Then I hope to move up."

4. Another piece of advice that Bobbie offers is that "Experience is the best teacher." She has had several summer jobs, and she feels that these jobs, even when she was an unpaid volunteer, gave her good experience, and she also made new friends on these jobs. One summer, she was a traffic watcher; she observed auto traffic from the top of the tallest building and telephoned in reports about the flow of traffic. She learned about this job from a bulletin board at State University.

5. Another summer, she got a job through an employment guidance service. She worked as an office assistant at a hospital. "I tallied requisitions, ran errands, and stacked bedpans." How did you like working there, she was asked. "Fine," she replied. "There was a good sense of camaraderie, and people were very nice."

6. Bobbie has been active in other areas too. She is especially interested in politics and has worked in Jimmy Carter's campaign and in Bella Abzug's campaign. She also volunteered to deliver individual copies of a bilingual magazine to help them out.

7. It is clear that Bobbie stays active and has a number of interests. She certainly is a living example of the advice she gives other people. She has had her share of obstacles but she seems optimistic about the future. At the same time she knows that she will have to continue to "set a reasonable goal and give it the best shot."

NOTES TO THE TEACHER:

- Use as many or as few questions as you wish depending upon the student group.
- It is usually most valuable to write on the chalk board as many student responses as possible.

Roberta Abrahamson Interview

Discussion and Exercise Guide

Paragraphs

1. Theme: AFTER HIGH SCHOOL/TRAINING AT A COLLEGE

    a) What job(s) might you want to obtain? Do these jobs require going to a two- or four-year college?

    b) Roberta is going to a four-year college. Did you know that there are community colleges and four year colleges? What are the major differences?

    c) What are the general requirements for entering a two- or four-year college? What are the specific requirements for entering College?

    d) Do you know of any certificate programs that are found in colleges in this area?

2. Theme: SUPPORT SERVICES IN COLLEGES FOR HANDICAPPED STUDENTS

    a) Did you know that someone could be a regular student in a college but receive help from a special office for handicapped students? What type of help do you think they offer?

    b) Would you talk to counselors in a special office for handicapped students at a college you were thinking of attending, before going to that college?

3. Theme: SHORT-RANGE AND LONG-RANGE JOB GOALS

   a) What do we mean when we say a job is at an entry level?

   b) Roberta has short-range and long-range job goals. What are they?

   c) Roberta said you ought to "Go for it." Don't you think she should first try for the writing and research job and then, if she can't get that, take the tape librarian job?

   d) What's good about Roberta's plan to move up from an entry level job to a job at a higher level?

4. Theme: WORK EXPERIENCE/LEARNING BY DOING

   a) Bobbie offers advice: "Experience is the best teacher." What did she mean by that?

   b) How do you go about getting work experience?

   c) What can you learn about yourself and the work world by having a variety of work experiences?

5. Theme: RESOURCES/EMPLOYMENT GUIDANCE SERVICES/LOW LEVEL JOBS CAN BE ENRICHING

   a) An employment guidance service is a resource. What does it provide? Would you go there? What other resources do you know about?

   b) Bobbie had some work at the hospital that some people would say was below them (scut work). But she got something out of the job. What did she get?

   c) True or False and Why: Low- or entry-level jobs pay little and have very few rewards.

   d) Who would take an entry-level job? Who would not and why?

6. Theme: INTERESTS AND AVOCATIONS

   a) What are interests?

   b) Will you be able to find a job where you can do the things you are interested in?

   c) Bobbie has found an activity outside of work where she can do the things she is interested in. Is that a good or bad idea? Why?

d) Could a hobby or other activity outside of a job ever lead to a paying job?

7. Theme: SETTING REALISTIC GOALS

a) Bobbie in ending her interview with us talks about setting reasonable or realistic goals. What does that mean?

b) Let's give examples of realistic job goals you have and job goals you might think are unrealistic.

c) How do you find out whether a job goal is realistic or not realistic for you?

Some Work Words—What Do They Mean?

college
math course
Associate's Degree
Bachelor's Degree
State University
unpaid volunteer
office assistant
broadcast field
physics course
writing and research
Tape Librarian
summer jobs
requisitions

Practicing The Skill: Expressing Ideas (Theme: Para. 7--Setting Realistic Goals)

Exercise: Expressing Ideas

Select statements from the list below and write them on the chalkboard. Ask the class to give fact and opinion statements with regard to each statement. For each statement summarize the fact and opinion ideas expressed by the class on that topic.

Statements

1. A high school diploma is not needed to learn a trade.
2. If you are not able to become a doctor there are no other real good jobs in the health field.
3. Certain jobs require that you do math. If you can't do math you can't hold that job.

After Class--Homework (Theme: Para. 6--Interests)

Students will conduct an interest survey to demonstrate that very often interests are satisfied on the job. (Check that the students understand the definition of the term interest.) Each student is to interview three employed people outside the school who hold jobs. Students are to ask each job holder to list five major interests each has. Next to each interest they are to indicate if they get to do the things they are interested in on the job, in hobbies, or not at all. (Make up a form if necessary to help students do their assignment.)

CHAPTER 4: EXPRESSING FEELINGS

The Skill Area

Feelings are slippery things to get hold of. One of the reasons is that some of us grew up being taught that it was somehow sort of bad manners to show our feelings in public. That you had to zip yourself in, make yourself presentable. Another reason it's sometimes hard to talk about how you feel is that there are so many different definitions of the same words about feelings. Also, it's always surprising that something that seems so obviously one way for one person can be felt so completely differently by someone else.

When trying to describe a feeling to someone, it's helpful to think about the events that resulted in that feeling. Sometimes describing the specific situation which caused the feeling can help other people better understand it. They can think about situations in which they felt the same and thus be more understanding and accepting of someone else's feelings. Sometimes it's possible to explain one's feeling by telling what changes in the specific situation might have caused you to feel differently. This technique may also help you and the other person figure out a way to avoid repeating that bad feeling in the future.

When you discuss emotions with your students in this unit you'll need to deal with the matter of deciding when it's appropriate to express feelings, especially in work situations, as well as some techniques for doing that. One of the main points you'll want to get across is the difference between acting out an emotion and expressing it. Depending on the class, you may also introduce the idea that there's a relationship between certain feelings and the behaviors that follow. What we mean by this is that each of us has tendencies to behave in certain ways in response to specific feelings. One person, when feeling angry, verbally abuse others; while a second might go off and pout. While it's a sophisticated concept it is helpful to become aware of our unique feeling behavior pattern; and then decide whether or not we want to work on changing.

You will also want to explain the importance of naming the feeling as precisely as possible. A variety of words can be used to describe the same feeling. So if you can be as specific as possible it will help the person you're talking to understand you better. For example, it's much clearer to say, "I'm angry about the unfair test question" than to say, "I'm upset about the test." Depending on your students, you may also want to introduce the fact that tone of voice as well as the words used are very important.

And if your students have sufficient mastery of the earlier concepts you can move on to techniques for expressing negative feelings in a productive way. One way to do this is to realize that there are alternative responses (in other words smashing someone's face in isn't the only choice). And that each alternative response has a different reaction. Sometimes considering the possible reactions is a way to decide on the response, since ideally the behavior we choose should express our feelings accurately in a way which is both socially acceptable and not hurtful.

Goals And Objectives For This Chapter

The Goals for this chapter are:

1. TO UNDERSTAND THE RELATIONSHIP BETWEEN FEELINGS AND BEHAVIOR
2. TO LEARN HOW TO PUT FEELINGS INTO WORDS
3. TO LEARN THE DIFFERENCE BETWEEN VERBAL AND BEHAVIORAL EXPRESSION OF A FEELING
4. TO LEARN HOW TO EXPRESS NEGATIVE FEELINGS IN A POSITIVE AND PRODUCTIVE WAY

The Behavioral Objectives for this chapter are:

1. Given a brief description of an individual's experience, the student will be able to choose from a list of three the emotion that most accurately describes the person's feelings.

2. When given a situation that would elicit a strong emotion, the student will be able to describe how s/he is most likely to react.

3. Using the material from objective #2, the student will be able to predict reasonable responses by the other person to both these reactions.

4. Given a series of descriptions of emotionally laden situations, the student will be able to offer at least two possible follow up behaviors for each.

Behavioral Objective #1: Sample Lesson

Lesson: Expressing Feelings--Focus on emotion.

Behavioral Objective: The student will be able to choose from a list of three the emotion that most accurately describes the person's feeling when given a brief description of an individual's response.

Motivation: Place a line (chalk or masking tape might be used) down the middle of the classroom. Introduce the activity known as Either/Or by having students stand up, and push their chairs aside. Ask pupils to respond to differing choices by standing on one side of the line or the other. For example, you might say, "Are you more often happy (pointing to one side of the line) than sad (pointing to the other side of the line)." Give pupils a chance to move and choose as you mention each feeling choice. Other examples might include:

calm	than	nervous
easygoing	than	moody
relaxed	than	tense
upbeat	than	depressed

Call on pupil volunteers to respond to questions such as: Were you influenced by the choices of others? Did you feel comfortable describing your feelings this way? Would you change certain choices now that you've had a chance to think more? If so, which ones?

Development: Set a time limit (3-5 minutes) for pupils to brainstorm on the topic: What are all the ways that people sometimes feel? Before starting this activity, review the rules for this process (see Chapter on Nonverbal Behavior, Sample Lesson for Behavioral Objective #3).

When the time for brainstorming is complete, ask each pupil: List three feelings that you have experienced, and, for one of the feelings, recall a recent incident which triggered this feeling response. Call upon several volunteers to share their responses.

Indicate that feeling responses vary from person to person. Sometimes the same kind of incident calls forth the same feeling response in different people; sometimes people see, hear, or experience the same thing and have completely different feelings about it. Illustrate these points by handing out the worksheet which appears on the following page; ask pupils to work on it individually. Duplicate worksheets for distribution.

After the specified time given for individual work is over, ask a volunteer to read the first paragraph aloud. Write on the board the different feelings each pupil imagines the characters had. Ask pupils to explain their answers.

Summary (Application):

Divide the class in pairs. Have each dyad choose a situation they encounter in school and describe the feeling it provokes. Have the dyad imagine two other feeling responses that might occur as a result of this same situation. Ask the dyad partners to write down the situation chosen. Call upon volunteers to role play their situations, and ask class members to guess the emotion being portrayed.

Assignment:

Ask the students to write down a situation that they encounter at home and describe the feeling it provokes. Have them think of two other feelings that this same situation might call forth, and to present the results in a role play at the next class session.

FEELINGS WORKSHEET

Read the following incidents. Choose the feeling from the three listed that best describes how you think the person might feel. Be ready to tell why you think the person feels that way. Add another feeling if you wish.

1. Early in the morning Astria turned off her alarm clock without waking up. When she rolled over in bed, she took one look at the clock and thought: I can't be late, because I have to open up the counter. As she got dressed, she thought about her job at McDonald's. She had been late twice last week and her boss warned her not to let it happen again. As she reached for her shoes, she looked at the clock again. How do you think Astria feels as she rushes down the steps of her apartment building?

a. afraid
b. angry d. __________
c. sorry for herself

2. The new person would work out o.k., but, as Carmello put the new merchandise on the shelves, he thought about how tiring it was to train new people. He had been new once too, he reminded himself; just do what the boss asked and show him how to do things. Just as he was thinking that, the boss came by and said to Carmello, "Thanks for breaking William in. You're doing a good job." How do you think Carmello feels?

a. proud
b. embarrassed d. __________
c. happy

3. Kay had wanted to take the shop class since the beginning of the year. The teacher told her there would be an opening in the spring. As Kay walks by the classroom, she looks in and sees the classes. She imagines what it will be like next semester when she's in there. How do you think Kay feels?

a. confident
b. pleased d. __________
c. worried

Behavioral Objective #2: Suggested Activities

Behavioral Objective: The student will be able to describe how s/he is most likely to react when given a situation that would elicit a strong emotion.

Suggested Activities:

1. Think of situations to which pupils are likely to have strong reactions, and place a brief description of each on an index card. Provide enough cards so that each pupil has a different situation. For example, cards might have statements such as: A friend falsely accuses you of spreading gossip about him/her; a parent punishes you for something you didn't do; a teacher accuses you of copying someone's homework assignment; a boss "docks your pay" for a half day's wages when you were late only 20 minutes.

Give each pupil an index card, and say: Describe how you are likely to react, and guess how the other person would respond.

2. Have each pupil write a brief statement concerning a recent situation which evoked a strong emotional response. Ask each pupil to choose a partner and to take turns discussing each other's situation. Have each pupil ask the partner, "In my shoes, how would you have reacted?" Call upon volunteers to share the dyad process.

3. Have each pupil choose a partner whom the pupil knows pretty well . Ask one member of each dyad to construct a situation about something to which the partner is likely to react strongly. Have the pupil tell the situation, and then ask the partner, "What would you do?"

4. Expand on activities #1 and #2 by including drawing of responses. As pupils indicate the emotional responses they deem appropriate, ask them to visually depict them (see Chapter on Nonverbal Behavior, Motivation using Faces technique).

5. Tape record a script or dialogue. Dialogues or scripts developed for other lessons can be used here, unless your pupils and you want to create new material. For example, the dialogue between Rosa and Joe (see Chapter on Resolving Conflicts, Behavioral Objective #2, Suggested Activity #2) might be useful to elicit feeling statements.

Have pupils listen to the tape recording and take notes on the feelings they think would ensue from the conversation. Discuss.

Behavioral Objective #3: Suggested Activities

Behavioral Objective: The student will be able to predict reasonable responses by the other person based on the learnings from Objective #2.

Suggested Activities:

1. Use the Worksheet developed for the Chapter on Expressing Ideas (Behavioral Objective #6, Activity #2). Have two pupils role play the Parent and Child, while class observers make notes about the feelings. Ask pupil volunteers to describe the feelings of the parent and of the child. Ask the role players to continue the role play beyond the last statement in the dialogue. After one or two minutes of spontaneous role play, stop the activity, and ask questions such as: What is the parent likely to do to resolve this conflict? How do you think the parent feels? What emotion best describes the child's feeling based on the parent's reaction?

2. Write a provocative statement on the board. For example, you might write that: Most people don't know how to express anger well. Have pupils discuss the statement on a pro and con basis and describe a recent incident in which they expressed anger inappropriately.

Develop a role play for one situation elicited. Have the pupils predict the response of the person at whom anger was inappropriately directed.

3. Prepare several cards, each of which describes a job situation that is likely to provoke strong feelings. For example, you might ask pupils to assume that when they report to their part-time jobs they find their lockers open and all of their belongings thrown on the floor. They suspect their locker mate who has been complaining about the number of things "cluttering up" the locker.

In each situation described on the cards, ask pupils to indicate the strong emotional response they would feel, and then to predict the reaction of the other person if they communicate their feelings.

4. Use Activities #1, 2, 3, and 5 for Behavioral Objective #2 to develop role plays. As each role play ends, according to the instructions given for the activity, add an open-ended question:

How do you think the other person would respond if you said. . . ?

Behavioral Objective #4: Sample Lesson Plan

Lesson: Expressing Feelings--Focus on followup behaviors.

Behavioral Objective: The student will be able to offer at least two possible followup behaviors when given a series of descriptions of emotionally-laden situations.

Motivation: Have each pupil write an anonymous statement concerning a particular strong emotional response which is used too much or not enough. For example, you might suggest that a pupil write "I get angry too much when I can't have my way." or "When I'm happy, my face doesn't show it."

Collect the cards, shuffle them, and redistribute so that each pupil has a card s/he did not write. Ask each pupil to read his/her card and make a suggestion for a different behavior. Elicit other suggestions from the class.

Development: Mention a popular TV show or a book or play the class has studied where a character felt bad about something and took out his/her feelings on other people. For example, Scrooge would be a good example if the class knows about him. If you wish, describe a situation you have personally experienced, and then call upon pupil volunteers to do the same thing.

Divide the class into small groups of three or four. Give each small group three vignettes that would evoke strong emotions (e.g. happy, sad, angry, proud, worried). Have the groups assume that, following the incident which evoked the strong emotional response, the person in the vignette has to go to work or to school. Based on this information, have the small groups predict two possible ways the character might react at work or at school.

An example of the kind of vignette suitable for this exercise is:

> Your four-year old brother or sister accidentally spills oatmeal on your pants or skirt as you sit down to the breakfast table. You're already late, but you have to change your clothes. Later, when you pick up your books, you find something sticky that looks like peanut butter and jelly on one of your homework papers.

After a specified time for the small-group activity, ask groups to report. Focus on the relationship between feelings and later behavior. Ask pupil volunteers to describe real incidents, how they reacted, and how they might change their behavior if it happened again.

Summary (Application):

Discuss the fact that one way to decide how to react is by thinking ahead to the risks and consequences of one's behavior. Illustrate this point by relating how a person who is worried about illness at home may forget to deliver an important message to the boss. What are the risks and consequences likely to be for this employee?

Use the possible reactions listed by the students to vignettes presented earlier in this lesson, as well as those from preceding lessons; ask pupils to repeat some of their reactions, taking it a step further to describe two possible consequences. Have the class vote on each one: Which reaction is more positive? Which reaction would you choose? Which consequence indicated is the most likely?

Assignment:

Ask pupils to choose one of the vignettes used in class today, and to interview four adults. They are to ask each adult: "How would you react?" and "What do you think will happen if you react that way?" Pupils are to be prepared to report at the next class session.

Success Story: Juan Gonzalez

1. Juan Gonzalez works as an orderly at New York Eye and Ear Hospital. When he was a student he worked there as a volunteer. So you might think he had an easy time starting his job.

2. But he says going from student volunteer to paid employee was a big jump. "When you're volunteering they let you slide a lot. But when you're working everything's different. As soon as you start working for real, people think you should do more. But the problem is they didn't teach you when you were a volunteer." That's why Juan wants to pass on the suggestion to learn as much as you can while you're still a student.

3. When Juan was a student he went to two schools before moving to attend a special school for the blind. "My mother knew she was going to die of cancer, and she wanted to have me settled." He remembers that time as very hard. "First my mother died, then I moved in with my aunt and uncle, then I moved into the Institute. Everything seemed to be happening at once. I was scared."

4. But he says that after his old neighborhood the new one seemed like a countryside. He thought it was very beautiful. Since it's a residential school he slept there. And he feels that spoiled him. "We didn't have to pay for carfare or lunch. And we had a maid who cleaned our rooms. It was nice then. But it was a shock when I got out on my own."

5. One thing he really liked about his school was the fact that they placed students in jobs in the community. He worked in the Botanical Gardens as a maintenance worker, and at the University library as a clerk. But it was working in a Congressman's office that started his interest in politics. "I think I got interested in politics because of the Watergate scandal. And also the City Administration got me excited. The Mayor had a lot of ideas. And he had a philosophy about the city that I liked, that things are possible."

6. Juan's interest in city politics took the form of organizing a block association. After a series of fires in his block, he and his neighbors decided to clean up their block. There were times they didn't think they'd be able to do anything. "But we had two choices," Juan said. "Either we lived in fear our house would be the next one on fire. . . or we did something about the abandoned buildings. It was either us or them."

7. Looking around, the group found the same problems that many blocks share. Besides abandoned buildings there were dirty streets, rats, broken hydrants, and dead trees. "At first it seemed impossible," Juan remembers. "We didn't even know each other." After their first meeting they spent many hours making phone calls and collecting signatures for petitions. Juan said that one of the most important things they had to learn to deal with was the bureaucracies of city agencies.

8. Juan has continued to work with his block association, even now that he's working full-time. In his job at the hospital he transports patients to other hospitals, and delivers x-rays, medical records and pharmaceuticals. Working in a private hospital that doesn't have unions, he makes around $9,000 a year. But for the future he'd like to combine his interest in politics with a job. He says he'd like to get a job on a planning board. But he's not sure how he'd apply. He thinks it's a city civil service job, but he's not sure. But he says he'll find out. And after all the other things Juan has set his mind to and then accomplished, you have to believe him.

NOTES TO THE TEACHER:

- Use as many or as few questions as you wish depending upon the student group.
- It is usually most valuable to write on the chalk board as many student responses as possible.

Juan Gonzalez Interview

Discussion and Exercise Guide

Paragraphs

1 and 2. Theme: VOCATIONAL TRAINING

a) Juan said you should learn as much as you can while you're a student. What vocational training courses are you in and what are you learning?

b) Do you think you will get all the vocational training you need in high school or will you need more?

3. Theme: NEW FEELINGS IN NEW SITUATIONS

a) Juan had different feelings in different situations. Once he even said he was scared. Were you ever in a work situation where you had new feelings? What were they? What work situation was it?

b) How do you think you will feel when you start a new job or a new training program?

4. Theme: BEING A STUDENT VS. BEING A WORKER

a) What's the difference between being a student and, as Juan said, being out on your own as a worker?

b) Do you think you'll like being a worker?

5. Theme: INTERESTS AND THEIR RELATION TO JOBS

a) What are your interests?

b) Have you had any work or training experiences where you found something new you were interested in?

c) How have you related your interests to the job(s) you want to get?

6 and 7. Theme: TAKING ACTION VS. SITTING BACK

a) Juan took action to form a block association. Did you ever take any action like that?

b) How do you feel about yourself when you take action as opposed to sitting back?

c) Have you taken any real action about the job or training you want or are you sitting back?

8. Theme: OCCUPATIONAL INFORMATION/FINDING OUT

a) Juan wants to get a job on a planning board but he's not sure how he'd apply. What should he do?

b) Is there some job or training program you have been meaning to find out about? What is it? How are you going to get the information?

Some Work Words--What Do They Mean?

volunteer
paid employee
community
maintenance worker
civil service
clerk
hospital
unions
$9,000 a year

Practicing The Skill: Expressing Feelings (Theme: Para. 6&7--Taking Action vs. Sitting Back)

Exercise: Feelings--Action Formula (Our feelings cause us to act in predictable ways.)

Student and teacher role play a job interview where the student is finally told s/he does not have the qualifications for the job. (Variation: student applying for a vocational training program and student told s/he probably won't be able to pass the course and therefore is denied admission.) In both instances student tries to convince interviewer that he or she can do it. After student-teacher role play try student-student role play of similar types of situations.

Debriefing Questions

a) Did student in role play make a good case for him or herself or did he or she just sit back and take it?

b) If you were that student, how would you feel when it was all over?

c) Based on your feelings, what would you do? E.g., never go on an interview again; be angry at the person who sent you out on the interview, feel down and decide working was not for you, take it in stride and review the situation with the person who sent you out on the interview.

d) Summary question--Do any feelings you get in work or training situations cause you to act a certain way. For example, when you feel angry at the boss, you quit. Would you want to change any of your behaviors that are related to feelings?

After Class--Homework (Theme: Para. 6&7--Taking Action, Para. 8--Occupational Information)

Each student is to take action at home by phoning a school (e.g., community college), training program, or private business school in relation to the job in which each is interested . Each student is to ask:

- what type of jobs they train for;
- if they train for the job or jobs in which the student is interested;
- how much the training costs;
- what qualifications you need to start training;

- if they can send information in the mail about the program.

When reviewing this exercise, students could be asked how they felt when calling and how their feelings influenced their behavior.

CHAPTER 5: HANDLING QUESTIONS

The Skill Area

No doubt you have responded to a student by saying, "That's a good question." Knowing when and how to ask a question in a classroom is difficult enough. But when your students move out into the work world, they are faced with even more demanding situations where questions must be asked and answered. You can help them by discussing and practicing situations ahead of time, like asking a boss to repeat an assignment, or responding to an illegal question during a job interview. (Job interviews sometime involve questions that are difficult to answer. Often they also involve questions that are actually illegal such as those requiring information about age, religion, and handicapping conditions. The Local Office for the Handicapped and the Office of Civil Rights will be able to provide you with more information on this.)

One of the things we have found to be very helpful is explaining the difference between an open and closed question. The jargon isn't important. You may want to use different terms, like long (for open-ended) and short (for closed-ended). But the heart of it is that you're giving your students a handle, a way of knowing how to interpret what's expected of them. You'll want to explain that people who need to receive a specific bit of information often ask closed questions. These questions usually specify the precise type of information they want to receive. Frequently, closed questions also help people structure their answers. For example, multiple choice, true or false, and short answer tests often contain closed questions. To answer these questions you make precise, factual statements without elaborating on them. Examples of closed-ended questions your student might be asked are, "Do you want an after-school job?" "How old are you?" and "Do you want to start working now?"

Open-ended questions are helpful when people want others to elaborate on their beliefs, thoughts or feelings. Essay tests, for example, usually contain open-ended questions. When answering an open-ended question you can express your ideas as fully as you wish. Some examples of open-ended questions are, "How would you feel about an after-school job?" "Why do you think your age would be a problem in this job?" and "Tell me about your interests outside of school."

Goals And Objectives For This Chapter

The Goals for this chapter are:

1. TO RECOGNIZE THE DIFFERENCE BETWEEN OPEN AND CLOSED QUESTIONS
2. TO BE ABLE TO RESPOND APPROPRIATELY TO BOTH OPEN AND CLOSED QUESTIONS
3. TO BE ABLE TO FORMULATE CLEAR QUESTIONS IN A VARIETY OF SETTINGS
4. TO BE ABLE TO ANSWER DIFFICULT QUESTIONS OFTEN ENCOUNTERED IN AN INTERVIEW

The Behavioral Objectives for this chapter are:

1. Given a mixture of open-ended and closed-ended questions, the student will be able to identify them correctly.
2. The student will be able to give examples of open-ended and closed-ended questions for a variety of settings.
3. When asked open- ended questions, the student will respond appropriately.
4. When asked closed-ended questions, the student will respond appropriately.
5. Given a variety of questions one is likely to encounter on a job interview, the student will be able to answer appropriately.

Behavioral Objective #1: Sample Lesson Plan

Lesson: Handling Questions--Focus on open-ended and closed-ended questions.

Behavioral Objective: The student will be able to correctly identify open-ended and closed-ended questions when given a mixture.

Motivation: Write a list of questions on the board. In one column, write questions for which brief, factual answers are required. In a second column, write questions which require judgment, evaluation, or responses based on one's values. If you want to use many questions, you may want to duplicate the lists and distribute copies to each pupil.

Examples of questions for the first column are: What is today's date? How much is 5x5? What is the date of your birth? What is your Social Security number? Who was Columbus? How many windows are there in this room? What is a noun? What is the dictionary definition of the word "volunteer?"

Examples of questions for the second column are: Why are some TV programs more popular with children than adults? If you could be in charge of a TV station, what kinds of programs would you show? What do you think of the story we read yesterday? If you were given a choice would you rather live today or 300 years from today and explain why? What would you do if you had a million dollars? What would you do if schools began a three-day week? Respond to the question, How do you feel right now?

Call upon pupil volunteers to answer the questions in the first column; then, ask them to describe the characteristics of these questions. Do the same thing with the questions in column two; remember to keep student responses brief. Have pupils make "I" statements which compare the questions in both columns.

Development:

Ask pupils to name a famous person who has a job they like (artist, athlete, actor, musician, politician). What questions would you ask that person about his/her job? List the questions on the board.

Describe briefly the difference between open-ended and closed-ended questions, explaining the characteristics of each type of question, and the advantages and purposes of each.

Ask the students to classify the questions on the board as open-ended or closed-ended. How would you make a closed-ended question open-ended? When would you use each kind of question? Are both kinds of questions needed? If so, why? What are different uses for each type?

Summary:

Divide pupils into pairs. Ask each dyad to think about a class or school program which is of interest. Have the dyad partners frame questions they would like answered, write down five, and identify each as open-ended or closed-ended. After a specified time, call upon volunteers to share their dyad experience.

Relate this lesson to some curriculum area. For example, you might ask the class to select a character from history for interview, and to prepare the questions they might like to ask him/her. Ask the class to identify the questions as open or closed.

Assignment:

Have pupils interview a parent or some other adult about his/her job. Pupils are to write the questions asked and to identify them as open or closed. Reports will be included in the next class session.

Behavioral Objective #2: Suggested Activities

Behavioral Objective: The student will be able to give examples of open-ended and closed-ended questions for a variety of settings.

Suggested Activities:

1. Have each student think of a class s/he would like to take (e.g., typing, shop, bookkeeping). Ask pupils to write down four questions they would like to ask the teacher of the desired class and identify the questions as open or closed.

When the specified time for composing and writing the questions is over, ask each pupil to find a partner and practice asking the questions. Later in the school year, as soon as it is possible, invite the teacher(s) of the desired class(es) to come in to answer the students' questions.

2. Elicit responses from pupils concerning the many kinds of jobs workers perform in this school. Write the list on the board (e.g., secretary, custodian, nurse, guard, teacher, principal, cook, dietitian). Ask each pupil to choose one of the school workers to interview, and to write down four questions he/she would like to ask which are identified as open or closed.

Make arrangements for the students to interview these school workers at a later date.

3. Plan a field trip to an office, industrial site, or hospital facility. As part of the preparation for this visit, have students make up and write down five questions and identify them as open or closed.

4. Have pupils look at a TV program where people are interviewed and write down the questions used by the interviewers. As each pupil reports on this assignment at the next class session, ask each to identify the questions as open or closed.

5. Introduce the activity "Who Am I?" Choose a pupil volunteer to respond to class questions designed to get to know the person better. Use a tape recorder, and during the playback ask pupils to identify the questions as open or closed.

Ask the pupil interviewed to give feeling statements concerning his/her reactions to open or closed questions.

Behavioral Objective #3: Suggested Activities

Behavioral Objective: The student will respond appropriately when asked open-ended questions.

Suggested Activities:

1. Duplicate and distribute a list of 20 open-ended questions. Have each pupil read the list, "checking out" each question to determine that it is open-ended. Call upon pupil volunteers to describe how they identified the question as open-ended.

2. Duplicate and distribute a list of 20 questions which are both open and closed. Have pupils pick out the open-ended questions and self-rate for correct answers.

3. Choose open-ended questions from the lists prepared for activities #1 and #2 above. Ask these questions and call upon pupils to respond. You may want to use the tape recorder so that a playback can be used to evaluate the effectiveness of the pupil's response.

4. Ask students to name three different kinds of workers they saw on the way to school that morning (e.g., candy store owner, neighborhood pharmacist, police officer, change booth operator, grocery store clerk, school crossing guard). As students give their lists, write the names on the board. Ask for pupils to raise hands, as the board list is read, if they would want each specific job.

Summarize by asking pupils to identify the open-ended questions you asked them in this activity.

5. Start a discussion by asking the class: "How many jobs are in your neighborhood that you could consider as an after-school job?" Use the tape recorder during this discussion. When the discussion is over, ask pupils to jot down the open-ended questions they recall from the ones asked. Play the tape so that pupils can "check out" their recall.

6. Have pupils choose one job that each would really like to get as a part-time job, using the list made in activity #5 above. Ask pupils to pair off and practice asking the questions they would want answered about the job (e.g., duties, pay, hours, what you have to know, who teaches you the job). Have pupils identify the open-ended questions used in this activity.

7. Expand on activity #6 above by choosing a pupil volunteer to role play with you, using the questions developed by the pupil. When the role play is over, obtain comments from the class. In addition, have the pupil and the class identify open-ended questions used.

Behavioral Objective #4: Suggested Activities

Behavioral Objective: The student will respond appropriately when asked closed-ended questions.

Suggested Activities:

1. Duplicate and distribute a list of 20 closed-ended questions. Have each pupil read the list, "checking out" each question to determine that it is close-ended. Call upon pupil volunteers to describe how they identified the question as closed-ended.

2. Use the list of 20 questions, both open and closed, developed for activity #2, Behavioral Objective #3, in this Chapter. Have pupils pick out the closed-ended questions and self-rate for correct answers.

3. Use activities #4, #5, #6, and #7 from Behavioral Objective #3 in this chapter to provide practice for pupils in identifying close-ended questions.

4. Have each pupil interview a worker (parent, friend, school worker, neighborhood shopkeeper, clerk) and ask both open-ended and closed-ended questions.

Before sending the class out to conduct the interviews, spend time in class eliciting typical closed-ended questions (e.g., hours of work, duties, vacations, sick leave, fringe benefits) and open-ended questions (e.g., Why did you choose this kind of work? How do you like your job? What education did you need to get this job? What kinds of problems do you have to handle?).

Provide time for these reports at the next class session.

5. Simulate a job interview situation using an ad from a newspaper. Role play this interview with a pupil volunteer using mostly closed-ended questions.

Conduct the same interview (using the same pupil or another volunteer), but this time use predominantly open-ended questions.

Discuss the purposes of each type of questioning. If the same pupil role played with both types of questioning, elicit feeling statements concerning each type.

6. Have students play a version of Twenty Questions. Ask each pupil to think of a job each would like and write it on a card without showing it to anyone. Give each pupil a turn being asked closed-ended questions by the class while they try to guess the person's job choice.

Behavioral Objective #5: Sample Lesson Plan

Lesson: Handling Questions--Focus on the job interview

Behavioral Objective: The student will be able to answer appropriately when given a variety of questions one is likely to encounter on a job interview.

Motivation: Place a want ad on the board. A typical ad might read:

> WANTED: Part-time stock clerk to place
> merchandise on shelves and make out
> requisitions for new orders. Must have
> clear, legible handwriting. Minimum wage.
> Call: 595-0011, ext. 24.

Ask how many want to apply for this job. Choose one of the interested pupils and ask him/her to suggest several questions that might be asked at this job interview.

Development: Ask how many students have really gone on job interviews. If anyone has, ask what questions were asked. Ask the class: What is the purpose of a job interview? Use the material in the chapter on Nonverbal Behavior (Behavioral Objective #5, Activities #2, 3, and 4) to review or introduce this topic.

Summary (Application):

Divide the class into pairs. Have each pair choose five questions that might be asked at a job interview and practice answering these questions, taking turns.

After a specified time, role play the interview for part-time job in the Want Ad above. As you interview the pupil, use the tape recorder. When the role play ends, elicit comments from the class concerning the job seeker's nonverbal behavior, ability to handle questions, and so on. Play the interview back for additional feedback.

Assignment:

Have each student choose two questions from the board to practice with family members or other adults. After practicing, have the pupil write down and bring to the next class two additional questions (not listed on the board) which are likely to be asked in a job interview.

Success Story: Stephen Heller

1. In most business districts, if you looked closely, you'd see people with envelopes and packages rushing down the street. They aren't on their way to work. They are already at work. They are messengers. It's their job to deliver packages and envelopes. Sometimes they walk. Other times, they use a bike or mass transit. We talked with Stephen Heller, who works as a messenger, to find out how he got his job and what he thinks about it.

2. "I didn't really give work much thought when I was in school. One day, the principal asked me to work as a messenger to replace a student who had graduated. I thought it would be o.k. I'd do it for one class period and see what it was like."

3. How did he learn to do the work? "They started me out with the light stuff," Steve said. He started by delivering mail within the school. Then he made deliveries around the city. "I ended up doing it better than I had thought I could. I knew the bus from when I was a kid. The first time I was worried about making it back to school."

4. Steve, who's twenty-two, said when he was younger he used to like to hang out with friends. But, when he was around twenty, he decided work was important. He said he liked having a paycheck; that it made him feel he was worth something.

5. When Steve was in high school, he was in a special program for people with learning disabilities. When he finished high school in 1979, he decided to take some basic English classes at State University. After a year, he decided that college wasn't right for him. His counselor told him about a summer youth employment program the Mayor's Office ran. So he went down to City Hall and filled out an application. On the application, there was a space to check the kind of work he wanted. And he checked messenger work since he had already had experience in that. He said he

didn't know if he'd get into the program. "I felt I should give it a try. I really couldn't lose anything. I think that's always true. You're never guaranteed a job, but you have to try."

6. Steve did get into the program. He worked for the Board of Education as a messenger. And when the summer was up, he kept the same job, and enrolled in a two-year youth-employment program. He got paid minimum wage and did the same kind of messenger work he had been doing before. But he says it was different from being a student. "You're more active, not just sitting behind a desk." But the main difference for Steve between school and work is the extra responsibilities. "You're out there in the open without teachers to back you up."

7. The government began closing youth-employment programs, and Steve knew his program was going to be cut. He remembered a friend who worked as a messenger for a company. He asked his friend if there were any openings. His friend said sure. And he was right. Steve finished his CETA job on Friday. On the following Wednesday, he started at Regal Velox--a photographic reproduction company--as a messenger.

8. Steve said he didn't have any problems getting used to his new job. The bosses want the same thing--getting the deliveries made as fast as possible. "They're paying you for your service," Steve says, "and they want their money's worth." He says sometimes he has to ask the dispatcher for extra instructions, like what the cross streets are. He feels O.K. doing that because he says it would look worse if he got lost.

9. Even though work is going well, Steve isn't satisfied. He says he has the skills needed--being able to tell time, read addresses, knowing the trains and buses. But he's already asked the dispatcher if there's any chance of promotion. And he's made the attempt to find out about his co-workers' jobs. The day he talked with us he had gone into work early to watch a co-worker in his job of developing film. When he thinks of jobs he'd like to

have in the future, he thinks of the kinds that are similar to being a messenger, except pay more. For instance, he's interested in finding out more about the test required to be a mail carrier. He heard it's hard. But he'd like to see for himself. Or he thinks about, instead of traveling uptown or crosstown, what it would be like to travel across the country, maybe in a job like a train conductor. He says he's not ready for that now. But it's something to think about.

NOTES TO THE TEACHER:

- Use as many or as few questions as you wish depending upon the student group.
- It is usually most valuable to write on the chalk board as many student responses as possible.

Steve Heller Interview

Discussion and Exercise Guide

Paragraphs

1. Theme: MOVING JOBS VS. SITTING JOBS/WORKING CONDITIONS

    a) As you can see, Steve works at a job that keeps him moving rather than sitting at a desk. What type of job would you want--a sitting job or moving job?

    b) Are there any other working conditions you would like or dislike (indoors or outdoors, cold or hot, quiet or noisy, hazardous or not hazardous)?

    c) Do you want a job that involves working with data (numbers), people, things (machinery, tools)? Some or all of these?

2. Theme: TRYING OUT JOBS

    a) If you think you may not like a job, does it pay to try it out? What could you gain? What could you lose? Should you take the risk?

3. Theme: FEELING UNEASY ABOUT WHAT TO DO AT WORK

    a) Is it normal to feel nervous when you first start work?

    b) If you are nervous about doing something the right way at work, what can you do about it?

4. Theme: WORK AND SELF WORTH (FEELING GOOD ABOUT YOURSELF)

   a) Steve said he liked having a paycheck--that it made him feel he was worth something. What did he mean by that?

   b) Did anyone here ever have the kind of feeling that Steve had--he was worth something--after they went on a job? Can you tell us about it?

   c) A general question: What are all the reasons you can think of that people work?

5. Theme: DEALING WITH ROADBLOCKS

   a) It seemed that Steve ran into some roadblocks when he was at State University. What do you think these roadblocks might have been?

   b) How well did Steve handle the fact that college was not for him? What would you have done?

   c) Have you ever run into a roadblock in getting training or finding a job? How did you deal with it? What would you do differently now?

6. Theme: WORKING INDEPENDENTLY VS. BEING SUPERVISED

   a) In some jobs like messenger work, you are out on your own a lot. In other jobs, supervisors are around to help you and to check your work. What kind of job would you like to have--one where you are on your own a lot or one where you have supervisors around?

7. Theme: STRATEGIES IN LOOKING FOR WORK

   a) Some people start looking for work by checking the want ads in the newspaper. What did Steve do that was a good idea?

   b) Steve decided to ask a friend about a job. Are there any other people you could go to when looking for a job?

   c) Does it mean you are a failure if a friend or family member helped you get a job?

8. Theme: ASKING QUESTIONS AT WORK

a) Steve asked questions of his supervisor. In general, do you think if you ask for instructions at work they will think you are dumb?

9. Theme: CAREER LADDER/GETTING PROMOTED

a) What is a career ladder?

b) Steve wants to get ahead, get promoted. What were some of the things he did to get ahead?

c) What would you do on a job if you wanted to get promoted? Would you do your job well and then wait to be asked to take on another job?

Some Work Words--What Do They Mean?

- business district
- messengers
- mass transit
- pay check
- college
- youth employment program
- test for mail carrier
- job application
- minimum wage
- company
- CETA job
- dispatcher
- promotion

Practicing The Skill: Handling Questions (Theme: Para. 1--Working Conditions, Para. 3--Feeling Uneasy at Work, Para. 5--Dealing with Roadblocks, Para. 7--Looking for Work, Para. 9--Career Ladder)

Students are to interview the teacher using open ended questions. Topics for the interview are given below and should be put on the board. Teacher (or students in class) should correct inappropriate questioning and model good question answering.

Topics To Question Teacher About:

- working conditions that you like or dislike

- things at work that make you nervous or uncomfortable and how you handle them
- roadblocks in education, training and looking for work and how you handled them
- ways you looked for jobs
- your career ladder up to now and for the future

After the teacher is interviewed, ask for student volunteers who will be interviewed on the same topic.

After Class--Homework (Theme: Para. 9--Career Ladder)

Students are to go to neighborhood stores and ask three employees their job title, the job the employees hope to get next, and how they obtained their present job. Help students to prepare a survey form that includes open-ended follow up questions that go along with each of the three main questions. Schedule the review of this assignment for another class.

CHAPTER 6: CONVERSATIONS

The Skill Area

Conversations in the work place vary from the more formal such as job interviews to casual chit-chat with co-workers. Preparing your students to handle this wide range of situations isn't easy. One thing you can do to help your students is explain to them the differences between conversations in structured and unstructured settings. By guiding them about when and where certain conversations are appropriate, you will introduce considerations new to them.

But, regardless of the type of situation, there are certain guidelines you can give your students to make conversations easier. Of course, as with all the other chapters, you won't simply list them on the blackboard. Discussions and activities, such as the samples given in the chapter, are the best way for the students to incorporate the techniques into their behavioral repertoire.

In developing your activities, you will want to focus on one of the following topics. First, you can provide ways of starting a conversation, such as introducing yourself. A handshake is necessary for a job interview but may seem too stiff with co-workers. By covering different ways of "breaking the ice" you're showing that the basic purpose is the same--to tell some things about yourself that will be of interest to the other person. You're helping your students learn that giving some background about themselves is a way to get over the initial stiffness usually present on first encounters. Secondly, you can have your students practice ways of sustaining conversations such as asking questions, talking about current or meaningful topics, and using nonverbal behavior to show interest. Then with some basics covered you can turn to different kinds of work conversations from a mid-year evaluation to office gossip--in other words, how you decide what to say when.

You may have guest speakers who talk about different kinds of jobs. And as your students ask the guests questions, then practice ways of handling situations, you may not come up with one definite approach. But the important thing is that you're exposing your students to choices that workers make every day. You're letting them know that there's a lot more to work than just making it past the job interview.

This unit would be a good place to discuss job interviews with your students. Let them know that an interview is a two way street. Both the student and the employer will be assessing each other. Anxious to impress the interviewer, some people forget to evaluate the job critically. Instead of asking themselves if they would enjoy the job, they try to modify their experiences, ideas, and feelings to please the employer. The job interview is a complex situation and there are no magic tricks to get through it. But let your students know that there are some things they can do that will make interviewing easier.

Many students don't like the idea of preparing for an interview. Their first reaction might be: "I don't want to think about it; it'll only make me more nervous. I'll just wait until the interview and whatever happens, happens." But have them practice picturing the interview--what are some of the questions that may be asked, what should you take with you, what do you want to find out? If they have trouble imagining an interview, have them ask a friend with more experience to help. Another thing they should think about is whether they should take references or samples of their work. Usually students should take working papers, their social security card, and their birth certificate. But, let them know they shouldn't worry that they'll come off as a novice if they ask what to bring. It's completely appropriate when they're arranging the meeting to ask the employer if there are any documents they'll need. During this preparation the students should also be considering the salary range, desired hours, and how they'll handle any difficult questions that may be asked.

Also, you can let the students know that a good way to prepare for the interview is to think about their experience in relation to the job. Because many interviews will be brief, before the interview they should try to get as much information as they can. If a friend or teacher has told them about the job opening, they can check with that person about exactly what the position involves. Or they may know someone in a similar job at another place who may provide more background. The whole purpose of this digging around is to think ahead of time about what technical, work-related, and communication skills are involved. Then they can review their own qualifications. Explain that they shouldn't be discouraged if there isn't an exact match. Employers seldom find people who have the exact skills and experiences they need. What they want is some indication that the person can perform the key aspects of the job. In the area of technical skills, for example, students may have had the opportunity to learn some drafting, business math, typing, or other such specific skills in school even if they've never held a full-time job. Work-related skills are things like dressing appropriately, getting to work on time, and working well with others. No interviewer will ask if you dress like a slob and beat up strangers on the bus. But they will be interested in seeing how your students present themselves at the interview. The third area, communication skills, is a little more vague. Throughout the interview, the applicant is demonstrating both verbal and nonverbal communication skills. Communication skills are important in every job; regardless of the type of job, one must, at least, speak to co-workers and supervisors.

After the interview, it's very helpful to spend some time going over how it went. Show your students that by asking themselves questions about it they will not only get a better understanding of how it went, but also have the chance to improve their interviewing skills for future job applications.

Goals And Objectives For This Chapter

The Goals for this chapter are:

1. TO LEARN HOW TO BEGIN AND SUSTAIN A CONVERSATION
2. TO DECIDE WHAT CONTENT AND LANGUAGE ARE APPROPRIATE FOR A GIVEN CONVERSATION

The Behavioral Objectives for this chapter are:

1. The student will be able to give examples of effective ways of starting a conversation at a party, in a new class, or in a job interview.

2. Given three different settings, the student is able to suggest appropriate topics for conversation.

3. The student will be able to give examples of effective ways of starting a conversation with co-workers when beginning a new job.

4. The student will be able to give three examples of nonverbal behavior that could be used to show interest in a conversation.

5. Given a scenario of a conversation the student will be able to ask two open ended questions that would help sustain the conversation.

6. Given a variety of conversational themes in a job situation, the student will be able to decide the appropriateness of each.

Behavioral Objective #1: Sample Lesson Plan

Lesson: Handling Conversations--Focus on starting a conversation.

Behavioral Objective: The student will be able to give examples of effective ways of starting a conversation at a party, in a new class, or in a job interview.

Motivation: Demonstrate a trite conversation. Ask a pupil volunteer to role play a conversation with you about nothing of importance to either of you (e.g., talk about the weather, what you had for breakfast, polite chit-chat about what you did on vacation). Arrange beforehand with the pupil to have this kind of conversation, and do not tell the class about this plan. If you wish, tape record this brief exchange.

After several minutes, discontinue the role play. Ask the class members to comment on the conversation's nature and content. Elicit expressions such as "dull," "uninteresting," "about nothing," and "blah." Try to pinpoint the reasons for these statements. Have pupils write new words in their logs.

Development: Ask pupils to remember the first conversation they had this morning at school: With whom did you speak? Did you start the conversation? If so, what did you say? If the other person began, what did s/he say? Classify the conversation as "trite" or "purposeful" and give reasons.

Have pupils think about the kinds of "trite" conversations they have had recently: Do trite conversations serve a purpose? In what situations are commonplace exchanges permissible? (e.g., to observe the social amenities, to pass the time of day with a neighbor in the elevator, to make chit-chat with a new person at a party, to socialize with someone you see daily at the bus stop or on the train).

In what situations would a more purposeful conversation be required? (e.g., to work out a problem with a family member or friend, to "impress" a new person, to get a job).

Call on two pupil volunteers to role play an interview situation. Have the pupils take the parts of a prospective employer and a job seeker. Set the stage for the role play by having the class assume that the secretary outside the prospective employer's office has told you to go into the room set aside for the interview. When you enter the room, however, the prospective employer is busy with many papers on a table. The employer does not hear you enter the room, and does not look up or greet you. What would you do to get attention and begin the conversation? After a few minutes of role playing are completed, ask for class comments on the effectiveness of the conversational start: How did the prospective employee get attention? What did the interviewee actually say? How effective was the conversation starter? Discuss why you classified it "effective" or "ineffective."

Summary (Application):

Divide class into pairs and give them cards with three kinds of situations from different settings--school, home, work. For example, a school situation might relate to a student's entry into the class after the term has started--How would you start a conversation with another student on that first day in class? What would you say to the teacher at the end of the first class or day? Another situation might relate to starting a conversation with someone you just met at a party who looks interesting and about whom you want to find out more. A third setting where starting a conversation effectively is important would be at home, particularly when the pupil wants something or wants to have something changed. You might want to use a situation from a previous lesson rather than to introduce new material (see Assertive Behavior Chapter, Behavioral Objective #2, Activity 2 where a daughter/son wants the curfew hour changed. How would the youngster start the conversation with the parent?).

Give dyads a time limit for working on their three situations. Then, call upon dyads who want to role play their solutions. Elicit class comments on the effectiveness of each conversational start. Review salient points from other chapters (Assertive Behavior, Listening, Nonverbal Behavior, Expressing Feelings, etc.) and elicit responses concerning the effectiveness of each conversational start based on these additional themes.

Assignment:

Ask pupils to choose a real situation from home, school, or work where they are having problems starting conversations. Each pupil is to write a brief statement describing the problem, the persons involved, and the way in which the pupil would like the problem resolved. Pupils are to be prepared to discuss this assignment at the next class session.

Behavioral Objective #2: Suggested Activities

Behavioral Objective: The student will be able to suggest appropriate topics for conversation when given three different settings.

Suggested Activities:

1. Build on the assignment given for Behavioral Objective #1 in this Chapter. As each pupil reports on the situation chosen for the assignment, make note of the settings on the board. Choose the setting most often reported upon by the pupils and determine why it is so important. For example, if most of the incidents occur in school, pupils might be asked: What topics of conversation come up between one pupil and another? Which of these conversations do you consider appropriate? Which of these conversations seem to get you into difficulty with the other person?

Have pupils agree upon a role play of a conversation which resulted in difficulty at school, and choose class members to role play in front of the class. If you wish, make a tape recording. Elicit suggestions from class members for improving each conversation role played.

2. Divide the class into small groups of three or four. Ask each group to think of two conversational topics for work sites such as: the cafeteria with co-workers; at the office with an employer or supervisor; and in the personnel department waiting room. Call upon pupil volunteers to report; obtain comments concerning the appropriateness of the topics selected.

3. Use the activity in #2 above to work on family-related situations. For example, pupils in small groups might think of two conversational topics for: around the table with family at dinnertime; at a holiday dinner with relatives; at a funeral, wedding, or christening where many distant family members are present.

4. Follow a similar pattern (activities #2 and 3) to focus on appropriate topics for conversations with friends.

5. Have pupils choose any one of the topics mentioned in activities 2, 3, and 4 above and write up a conversation. Tape recording can be substituted for written work.

Conclude this activity by setting up role playing situations in which pupils give comments and suggestions.

6. Have pupils make a list of famous people they would like to interview. List these famous people on the board. For each famous person listed, ask pupils to prepare a "conversation starter."

Behavioral Objective #3: Suggested Activities

Behavioral Objective: The student will be able to give examples of effective ways of starting a conversation with co-workers when beginning a new job.

Suggested Activities:

1. Pair off pupils in the class. Give each pair a written dialogue which deals with a new worker starting a conversation. Prepare imperfect dialogues so that the conversations can be discussed, rated (1=good; 2=fair; 3=poor), and improved upon. For example, the dialogue below might be given:

> Assume that it is your first day on this job. You notice that a co-worker sitting next to you has work that looks different from yours. You can speak to this person without getting up from your desk. You decide to start a conversation.
>
> You: My name is _____. I'm new here--just started this morning. I want to find out about things fast. What work do you do and how much do you get paid?

2. Give dyads the task of writing effective conversation starters for any one of the situations used in activity #1. After a specified time for writing, call upon dyad volunteers to role play the situation chosen. Focus particularly on the response of the person chosen by the conversation starter in order to determine the effectiveness of the exchange. Call pupils' attention to the respondent's nonverbal behavior, listening skills, ability to handle the ideas, use of feelings, and so on to obtain a rating of effectiveness.

3. Have pupils imagine it is their first day on a new job. As lunchtime approaches, how would they figure out where to eat lunch? What would they say to a co-worker in order to obtain this information? Are there other ways to obtain this information? If so, how? Do all of the ways to obtain information depend upon starting a conversation with someone? If not, explain.

List possible solutions on the board. Then, role play some of these solutions.

Ask pupils for other situations likely to occur on the first day where they would need information from someone or some place. List these situations on the board. Choose several situations for role play, discussion, and effectiveness rating.

Behavioral Objective #4: Sample Lesson Plan

Lesson: Handling Conversations--Focus on nonverbal behavior as an expression of interest or non-interest.

Behavioral Objective: The student will be able to give examples of nonverbal behavior that could be used to show interest in a conversation.

Motivation: Place a list of words or gestures on the board. Next to each word or gesture leave space for a "message." For example, you might write:

a. Someone smiles.
b. Someone says, "Good morning."
c. Person tugs at collar of blouse, shirt, or dress.
d. Person squirms in seat.

Ask pupils to tell what each behavior, word, or gesture might mean; in other words, what message is the person giving to others? You might try to elicit in order: person feels friendly; person feels amused; someone wants to be sociable; someone wants to start a conversation; person is uncomfortable, nervous, or anxious; person's clothes are too tight; or a person is thinking, "I wish I were out of here!"

Have several pupil volunteers relate briefly a recent incident when they used any of the words or gestures described above. Ask pupils what this kind of behavior (a, c, and d) is called.

Development: Review the Chapter on Nonverbal Behavior (particularly Behavioral Objectives #1 and 2); lecture briefly on the messages we send and receive through our own and the nonverbal behavior of others.

Indicate that there is a group of gestures we call "mannerisms." These mannerisms are often unknown to us and may be distracting to others when we converse. Have pupils "brainstorm" the topic: What are all the mannerisms that people have that are distracting in conversation? List the results of the brainstorming on the board.

Ask pupils to "own" several mannerisms that they use from the list on the board. Ask pupils to add other mannerisms not listed which they use. From among the "owned" list of distracting mannerisms, have pupils choose one for reducing or eliminating and to write it in their log. By reducing or eliminating this mannerism, we can make ourselves more effective conversationalists. If you wish, choose one of your own distracting mannerisms for reduction or elimination.

Summary (Application):

Focus on the positive aspects of nonverbal behavior to show interest in a conversation. Prepare a situation and ask for two pupil volunteers to role play the parts. Indicate that one part is completely nonverbal. Without words, one person is to follow the conversation of the other and evince interest. A typical situation might be:

> Assume that you had a problem with your boss on a part-time job. The boss wanted to change your lunch period from noon to 1 o'clock; this upsets your plan to meet friends that day. You decided to talk to the boss to find out why. You started the conversation, made your request, and obtained permission to go out at noon today. You also got a followup appointment to discuss future lunchtime arrangements. You are so happy with what you did to solve your problem that you talk about it at home as soon as you get in.
>
> You: Mom, Mom, guess what? Have I got news to tell you. I'm so happy. You see, Ms. Jones, my boss, told me about 10 o'clock today that I'd have to go to lunch at 1 o'clock instead of noon. She just said it and then walked away without giving me a chance to say anything. I was so mad! You see I had made a date weeks ago to meet two friends who used to work with me until they got other jobs. I couldn't call them so late and change things, could I? Well, anyway, I decided to talk to my boss about my problem, and see how things could be arranged. And guess what? She told me to go ahead today and that we'd talk again tomorrow about moving my lunchtime because she has a problem, too.

After the role play, ask the class what the parent role player did to show interest. List the nonverbal behavior elicited on the board, and ask pupils to rate the effectiveness of the exchange. Build on this activity by having pupils role play this same situation in dyads with both role players using both verbal and nonverbal behavior. Conclude the role playing by having a dyad which rates its conversational effectiveness as "perfect" present the finished product in front of the class.

Assignment:

Ask pupils to bring in illustrations from magazines and newspapers which show people in conversations who appear interested or uninterested. These will be used in the next class session.

Behavioral Objective #5: Suggested Activities

Behavioral Objective: The student will be able to ask open-ended questions that would help sustain the conversation.

Suggested Activities:

1. Use the illustrations from magazines and newspapers brought in by pupils in response to the assignment given in the preceding lesson (Behavioral Objective #4) of this chapter. Choose a situation for role play asking the role players to appear uninterested, then interested. During the discussion period following the role play, ask pupils to pick out the open-ended questions they heard and how these questions kept the conversation going.

2. Review the chapter on Handling Questions, particularly the sections on open-ended questions (e.g. Behavioral Objective #3). Have pupils pretend that they can interview any historical character they wish. List the historical characters named. Ask pupils to choose any historical character from the list, and frame two open-ended questions to ask that person.

3. Ask students to think of a conversation at school or at work that was difficult to keep going. Each pupil is to write down a situation. Collect the cards and redistribute so that each pupil has a card s/he did not write. Instruct pupils to write two open-ended questions on the card received which would help to keep the conversation going. Conclude the activity by returning the cards to the original owner, and obtaining feedback about how effective these two questions might be.

4. Build on activity #3 above by asking for pupil volunteers for role playing situations. For example, if one pupil received a card which contains two open-ended questions that seem effective, recruit another role player for dramatization. Obtain reactions from the observers concerning how well the conversation was sustained, and how well the nonverbal behavior, listening skills, and so on were displayed.

5. Prepare and distribute a script. In pairs, have students take turns role playing the conversation given them. At the end of the role playing time, ask pupils to suggest two open-ended questions that would have improved the conversation and kept it going. Role play the situation again with the two open-ended questions and have pupils rate the improvement. A typical script to prepare might be as follows:

Pupil #1: I'm Mary. You're new here, I've noticed. What's your name.
Pupil #2: Joe.
Pupil #1: Do you like your work?
Pupil #2: Yes.

Behavioral Objective #6: Suggested Activities

Behavioral Objective: The student will be able to decide the appropriateness of conversational themes when given a variety from a job situation.

Suggested Activities:

1. Ask pupils to think about all the kinds of conversational topics that might come up in a job situation. Use brainstorming for this activity if you wish. List the ideas elicited from the pupils on the board. Have pupils look over the list to determine which conversational themes are likely to cause problems (politics, religion, ethnicity, personal details, e.g.) and which are likely to be more appropriate (questions about the company and its product, questions about ways to do the work, e.g.).

Have pupils work in pairs. Each pair is to pick an appropriate and an inappropriate theme and take turns practicing a conversation based on both themes.

2. Build on activity #1 above by having several dyads present role plays for class comment and feedback. You might want to present two appropriate and four inappropriate conversational themes and summarize the attributes of both kinds of themes.

3. Prepare a tape, and write out or role play a conversation where a new employee gets dragged into saying things s/he should not. Ask for comments and question pupils concerning the appropriateness of the conversational topics--is it as important for you to know what not to say as it is to know what to say? What advice would you give to the new worker in this script? How would the conversation sound with all your suggestions included (role play)?

For example, your tape might proceed as follows:

Ms./Mr. A, your co-worker who sits right next to you, leans over to talk to you.

Ms./Mr. A: You don't seem to know anybody around here. I always see you alone, even at lunch.

You: Well, I'm so new I don't really know anyone.

A: That's true, but you've been here a month--that's enough time to get to know somebody. Say, are you anti-social or something?

You: Oh, no. I guess everyone is so much older than I am. Most of the people here seem really out of it, like senior citizens, you know. I don't have time to waste on old folks, you know.

4. Prepare a worksheet with four work-centered dialogues--two appropriate and two inappropriate. Duplicate these worksheets and distribute to pupils. Ask students to read them and rate the conversational exchanges (1=good, 2=fair, 3=poor).

Hold an open discussion following the reading aloud of each dialogue in turn. Ask pupils to share the grades given each dialogue plus the description of each as appropriate or inappropriate. Ask for suggestions and comments.

5. Conduct a discussion on the appropriateness or inappropriateness of conversational themes: How do you decide when it's o.k. to talk about something at work? How are work conversations different from conversations with your friends or with family members?

Success Story: Susan Murray

1. On the July day when we met her, Susan Murray had just finished her second day of working as a paraprofessional (para for short) in a summer program for Trainable Mentally Retarded children. She teaches them simple arithmetic, letters of the alphabet, colors, and other basic things. "It's very hard work," says Susan, "but it's very rewarding when even just a few kids learn things."

2. But Susan wouldn't want to work with handicapped children all year. So, for the past six years, she has been a teacher's aide in a small private school that has nursery and kindergarten classes. "I love the good feedback you get from children. They let you know they like you, and that means you're doing something right."

3. Susan prepared for this kind of work by going to the special program that State University runs for people who themselves have learning disabilities and would like to work with children. It took two years after high school. "One day a week we were in classes where we learned how to study children and how to handle them. Also, how to teach them arts and crafts, arithmetic, science--everything. The other four days a week, we worked in a real school for practice. I had to keep a log of everything I did, and then I went over the log with my tutor."

4. After completing the State program. Susan got a job in an afternoon play program for children aged five and six. But then her life changed one day. She was at the Light Opera Company one evening watching a performance of a Gilbert and Sullivan operetta. She noticed in the program an announcement that they needed ushers. It sounded interesting, so she applied, and she got the job. "It paid very little, but I loved the theater. After a while, I applied for a job as a prop person, and I got that. What we did was to set up the scenery and everything else (props) on the stage, and then take it down when the scene changed or a new show was going on. Once in a while, they gave us a chance to be extras and bang or yell or something else that was needed."

5. Susan went on: "I really loved it. I was very shy when I started, but I came out of my shell. People were very nice, and I liked being busy and active. I would have stayed, but it didn't pay enough."

6. So how does Susan feel about her present work? "I still don't make much money, and sometimes they take advantage of you. But it's a secure job, and, these days, without a high school diploma or a college degree, it's very hard to get a job. And I really do like working with young children. I can communicate better with young children than with older children or adults."

7. So Susan has found a place for herself. She's still interested in the theater and may work as a volunteer with a small acting company. That will satisfy some of her interests and give her some good activities to fill her time.

NOTES TO THE TEACHER:

- Use as many or as few questions as you wish depending upon the student group.
- It is usually most valuable to write on the chalk board as many student responses as possible

Susan Murray Interview

Discussion and Exercise Guide

Paragraphs

1. Theme: SKILLS REQUIRED FOR A JOB

   a) Based on Susan's job duties, what skills does she need to do her job?

   b) What job do you hope to have? What skills will that job require?

2. Theme: REWARDS FROM WORKING/JOB SATISFACTION

   a) As a teacher's aide, Susan seems to get more out of work than just money. What does she get?

   b) Aside from money, what do you want to get from the job you hold?

3. Theme: SKILL TRAINING

   a) Many jobs require that you have certain skills before you get the job. How do you get those skills?

   b) For the job you want, what skills will you need training in? Are you getting that training now? Where will you have to go or what will you have to do to get (more) training?

4. Theme: ASSERTING YOURSELF/APPLYING FOR A JOB QUICKLY

   a) Susan saw a job opening and quickly applied. Do you think you could act that quickly?

   b) If you apply for a job too quickly could that also be bad and cause problems?

5. Theme: MINIMUM SALARY REQUIREMENTS

   a) A job can be interesting and exciting, but, if you have to support yourself, you have to have a salary in mind when you apply for a job. How do you know what different jobs pay? What is the lowest salary you will take for a full-time job when you leave high school?

6. Theme: COMMUNICATING ON THE JOB

   a) Susan likes a job that requires communicating or talking with young children. Can you give any examples of these types of jobs?

   b) Some jobs look like they don't require conversations or talking with others but they really do. Can you give any examples of these types of jobs?

7. Theme: VOCATIONAL ACTIVITIES/HOBBIES

   a) What interests do you have that will have to be satisfied by developing hobbies? Can any of these interests be satisfied through a job?

Some Work Words--What Do They Mean?

paraprofessional
hard work
teacher's aide
secure job
volunteer

Practicing The Skill: Conversation (Themes: Para. 1--Skills Required for a Job; Para. 3--Skill Training; Para. 7--Vocational Activities)

Exercise: Starting a conversation about work themes

Have students pair off into groups of two or three. Assign one of the following topics to each group for students to talk about:

- the job I want and the skills I will need to get the job
- the job I want and the training I need to get it
- volunteer jobs, can they help you develop skills or satisfy your interests or are people exploiting you?

After the groups talk for a while, ask the students the things they learned about other students' ideas about work. And second, how hard or easy was it to start a conversation when you have had a topic of discussion in mind?

After Class—Homework (Themes: All)

Conversations with strangers:

Ask students to pick a topic for discussion before leaving class and have them write it down on a piece of paper (use work themes). Students are to approach two people they know slightly and start a conversation using the theme. Next time ask students what they learned and how easy or hard it was to start a conversation and why.

CHAPTER 7: FEEDBACK

The Skill Area

It used to be that the only people concerned about feedback were singers or speakers who had to adjust their mikes to avoid that awful whistling sound. But now the term feedback has become a common one that we all accept as meaning a response that tries to tell the speaker how the listener perceived or judged what the speaker said. Your students will be in situations where they will ask for and receive feedback.

There are some general pointers about feedback that will help you as you plan lessons for your students. First we'll discuss asking for feedback. Many times we want to know other people's reactions to us--to our behavior, our ideas or our feelings. We want them to send us feedback. Here are two techniques that can be used to make it clear that a person is asking for feedback. First, it's helpful if you describe the specific idea or action about which you want to receive feedback. This means saying something like, "How did I do on the assignment you gave me yesterday?" rather than simply saying, "How am I doing?" And, secondly, you'll want to let them know what it is you're looking for--do you want to know how they think or is it how they feel, do you want suggestions or do you just want a general reaction?

The next point is that feedback can be of two kinds--positive and negative. Though one would think that receiving positive feedback, or a compliment, would be a snap, some people feel uncomfortable and stammer or try to laugh it off. But positive feedback serves a dual purpose--it says that the person has done something correctly or well and it also implies that the something was appreciated. You can practice situations with your students where they respond to positive feedback with phrases like, "Thanks for noticing," or "I appreciate hearing that," or "I'm glad to know that that was the way you wanted me to do it."

It's difficult for practically everybody to receive negative feedback. When someone tells us that something we've done is somehow wrong, it's easy to feel angry, embarrassed or hurt. So you'll want to get across to your students that no one likes receiving negative feedback, but that it's part of every job, and that even good workers get negative feedback sometimes. One difference between a good worker and a bad worker is how they handle the negative feedback.

When you receive negative feedback, it's often helpful to ask yourself the following four questions: What is being criticized--me in general or something I do? Exactly what is it that upsets the person? How does s/he want me to change? And would it be possible for me to change--what would I have to do?

After considering what change might be needed, it's often helpful to explain what you're planning to do. In some situations it is a good idea to seek the other person's help or suggestions in the change process.

So far, we've focused on receiving feedback, but giving feedback is also an important skill. Telling someone you don't like something is hard. We worry that people will misunderstand our comment or become angry or embarrassed, and then we'll feel uncomfortable. But unless you let people know, they'll assume everything is fine. We're going to describe four specific things one can do to help:

First, it helps if you send negative feedback right after the behavior occurs, pinpointing the specific behavior that bothers you. Second, it's helpful if you focus the feedback on the behavior rather than the person. Thirdly, the saying about not just criticizing holds true here--give a suggestion or two for the future. And last, you can thank the person for listening. This makes it clear that you are trying to be helpful and aren't just putting the other person down.

Goals And Objectives For This Chapter

The Goals for this chapter are:

1. TO LEARN HOW TO ASK FOR FEEDBACK
2. TO LEARN HOW TO RECEIVE POSITIVE AND NEGATIVE FEEDBACK
3. TO LEARN HOW TO GIVE POSITIVE AND NEGATIVE FEEDBACK

The Behavioral Objectives for this chapter are:

1. The student will be able to describe or role play situations at home, at school and at work where s/he had asked for feedback.

2. Using personal experiences at home, school or at work, the student will be able to give examples of situations where it could have been helpful to receive feedback.

3. Given a situation in which the student receives or gives feedback s/he will be able to respond appropriately.

4. The student will be able to identify examples of constructive and destructive negative feedback.

5. When given negative feedback the student will be able to give appropriate responses.

Behavioral Objective #1: Sample Lesson Plan

Lesson: Using Feedback--Focus on describing past feedback.

Behavioral Objective: The student will be able to describe or role play situations at home, at school, or at work where s/he had asked for feedback.

Motivation: Describe a brief, work-related situation where an employee asks for feedback and receives it. Have the pupils describe the feelings of the employee and how the feedback might have been changed. A typical example might be:

> Assume that you have been working part-time with this same company for over a year. Although everyone has been nice, you have never been rated or talked to about your progress. You make an appointment to talk with your immediate supervisor to get some feedback.
>
> You: Thank you for giving me an appointment to talk about how I'm doing on this job and what I can do to improve.
>
> Boss: Oh, yes. You've been here a while. You're doing o.k, I guess. At times, you're a little slow. You have some problems with lateness--nothing special. And, oh, you talk too much with the person next to you.

Development: Elicit a definition of feedback; have pupils use the dictionary to "check out" the definitions elicited. Write the correct definition on the board and have pupils write it in their logs.

Indicate that feedback can be positive or negative, constructive or destructive: How would you describe the feedback given in the opening situation? What are some of the reasons that the boss was unable to give good feedback to the employee? What conditions are needed if one is to give good and constructive (positive) feedback when asked to do so? To give negative feedback constructively?

Have pupils form pairs; give the pairs time to prepare a role play giving positive feedback and/or negative feedback in meaningful and constructive ways. Do as many role plays as appropriate for the group's interest and the time available. After each role play, process the activity with questions: How did you feel as the employer? Employee? Were you more comfortable giving or getting positive feedback? Were you more comfortable giving or getting negative feedback?

Summary (Application):

Review other sessions where the term "feedback" was used. Relate the subject of "feedback" to nonverbal behavior, listening skills, assertive behavior, expressing ideas, expressing feelings, handling questions, and so on.

Use a simulation (see the chapter Participating in Groups' Behavioral Objective #3, Motivation--plane crash) such as kidney machine, plane crash, or life boat to have the class reach consensus on which of five characters will be "saved." Conduct role plays with each character to give reasons why s/he was or wasn't chosen. Conclude with class discussion, comments, and suggestions for improved use of feedback.

Ask pupils to volunteer to describe real situations at school or at work where they have asked for feedback, to classify the feedback as positive or negative, constructive or destructive, and to indicate their feelings at the time. Choose one or two for brief role plays.

Assignment:

Ask pupils to interview a parent or other adult about the kinds of feedback received on the job, and to report back to the class at the next session.

Behavioral Objective #2: Suggested Activities

Behavioral Objective: The student will be able to give examples of situations where it could have been helpful to receive feedback.

Suggested Activities:

1. Ask pupils to think of situations at home where it would have helped to get some feedback. Have pupils briefly describe the situations and the kind of feedback wanted (e.g., constructive negative feedback concerning an unattractive outfit selected in the least flattering design or color; decision to buy a piece of stereo equipment at a bargain price which turned out to be bad workmanship; or a present purchased from savings which the family member disliked on sight). Pair pupils so they can role play the feedback process.

2. Repeat the activity above asking pupils to think of school situations.

3. Use activity #1 for pupils to think of work situations.

4. Prepare situations for pupils' reactions. In each situation, give three choices of feedback statements from which the pupil is to select the most helpful. For example, a situation such as the following might be used:

> You complete a task on your job. When you have it "checked out" and read over using the process suggested, you take it to your immediate supervisor who looks at it and says,
>
> a. "Can't you even get the simplest things right?"
>
> b. "That's really fast work, but let me make one suggestion to help you catch the error I see."
>
> c. "Don't worry. I'll have Barbara correct what's wrong."
>
> Ask pupils to pair off to discuss each situation, take turns role playing their responses, and describe their feelings to each other.

Choose one or two dyads to role play the various situations, sharing their feelings about the different kinds of feedback, labeling the feedback received as positive or negative, constructive or destructive, and making suggestions for improvement if necessary.

Behavioral Objective #3: Sample Lesson Plan

Lesson: Using Feedback--Focus on responding appropriately to feedback.

Behavioral Objective: The student will be able to respond appropriately when s/he receives or gives feedback in a given situation.

Motivation: Introduce the concept of giving and receiving positive feedback by writing several statements on the board which are true praise of the class. Have pupils read these complimentary statements aloud and share their feelings. Tell the class how you feel about having thought of this praise for them. Ask the class: Do you think it is easier to receive or give praise and why?

Development: Have pupils recall incidents where they received praise at home, school, or work. Call upon pupil volunteers to tell briefly about each incident: How did you feel when you were praised?

Have pupils recall incidents when they praised someone at school, home, or work. Ask volunteers to recount briefly these incidents and to share the level of comfort they felt when giving praise. Ask questions such as: Were you careful to give praise only when it was due? How did you feel giving praise? What was the reaction of the person who received your praise? Can you make a lifestyle statement to the following open-ended questions: I am more comfortable receiving than giving praise because. . . . I am more comfortable giving than receiving praise because. . . . When I receive praise, I feel. . . . When I give praise, I feel. . . .

Divide the class into pairs. Have each pair practice saying one or more complimentary things in turn. Conclude this segment of the lesson by calling upon dyad pairs to share their feelings.

Have the class return to the large group seated in the customary circle. Tell pupils to think of some compliment or positive feedback for those in the circle. Be prepared to participate, particularly for those pupils who may not get many positive statements. In order to control the number of statements each person receives, you might want to initiate the rule that everyone has to get one positive statement before anyone gets a second, and so on.

Build on this circle activity by "checking out" the feelings resulting from the praise statements. From time to time, repeat the statement that the praise must be true. Add another dimension to this activity by having each pupil respond to a praise statement by saying something appropriate in return. You may want to brainstorm appropriate responses to positive feedback before adding this level to the activity. Conclude the activity by having pupils make "I" statements orally or in writing (placed in their logs)--open ended statements which describe feelings when giving or receiving positive feedback.

Summary (Application):

Divide the class into small groups of three or four. Give instructions for each small group to prepare situations from home, school, or work where they want to be more adept at giving positive feedback. Have them prepare situations, also, where they are in need of positive feedback.

When the time specified for this activity is over, call upon small groups to role play their situations in front of the class. Based on these role plays, have the class suggest appropriate responses to the feedback given.

Assignment:

Ask each pupil to take one of the situations prepared in the small groups and use it in an appropriate real situation at home, school, or work, and be ready to report at the next class session.

Behavioral Objective #4: Suggested Activities

Behavioral Objective: The student will be able to identify examples of constructive and destructive feedback.

Suggested Activities:

1. Prepare a script in advance with a paraprofessional or pupil which illustrates destructive negative feedback. Role play this situation in front of the class. Then, ask students to recall some of the phrases used that represented negative feedback and to sort out any of the feedback that was constructive. Have pupils discuss why negative feedback is sometimes necesssary, and what makes negative feedback constructive or destructive. Indicate that most arguments contain destructive negative feedback.

2. Build on activity #1 above by having pupils turn the situation dramatized into a constructive negative feedback experience. Elicit suggestions from the class for doing this and role play the finished product.

3. Prepare a tape which contains four examples of negative feedback. Have pupils write down which tape represents constructive or destructive feedback and then compare notes.

Samples of appropriate tapes for this activity might be:

Your boss calls you in for a conference about your progress on this part-time job which you have held for 3 months. The boss says some routine things about your attendance, punctuality, and social skills (all good), and then says,

a. You're having trouble with the new assignment I gave you last week. You're making more than the expected number of errors. Were you listening when I explained or did you have your brains "on hold"?

b. You're having some difficulty with the new assignment I gave you last week. You're making more errors than is expected with this job. Perhaps I didn't make it entirely clear. At any rate, would you like me to explain the process again and do the ones you got wrong with you? Feel free to ask any questions.

4. Use activity #3 above to develop role play situations. At the conclusion of each role play, ask the players how they felt giving and receiving negative feedback. Have the class comment on the nonverbal behavior of the role players. (If necessary review Chapter #1 on Nonverbal Behavior.)

5. Elicit examples of destructive ("bad") feedback phrases and constructive ("good") feedback phrases and make two lists on the board. Have pupils derive these phrases from those they have given or received at school or at work.

6. Build on activity #5 above by having dyads choose phrases from the two lists on the board and prepare two situations for role play--one constructive, the other destructive.

During the practice period, dyads can make tapes. When these tapes are played, contrast them with role playing of the same situations: What differences do you notice between the taped and the role played versions? What part does nonverbal behavior play in the quality of constructive or destructive feedback? Have you ever tried to give feedback to a friend on the telephone? How is talking on the tape similar to talking on the telephone? What risks do you run when trying to give constructive negative feedback in situations that are not face-to-face?

7. Have pupils keep track of negative feedback they receive in a week's time at work, at school, or at home. Ask them to classify each instance as constructive or destructive, with reasons. In each case, ask pupils to indicate how they felt receiving negative feedback.

8. Have pupils do a similar assignment for negative feedback they give, using the instructions from activity #7.

Behavioral Objective #5: Suggested Activities

Behavioral Objective: The student will be able to give appropriate responses when given negative feedback.

Suggested Activities:

1. Review any of the dialogues, scripts, or role plays used in earlier activities in this chapter which were developed to illustrate negative feedback. Build on these situations by asking pupils what response they would make following the receiving of negative feedback: Would your response be different if the negative feedback was destructive rather than constructive? If so, why? After you gave negative feedback, what response do you expect from the receiving individual? Distinguish between constructive and negative feedback you have given.

2. Have dyads develop a situation appropriate to home, school, or work where negative feedback is required. Have each pair prepare to role play in front of the class. As a pair performs, audiotape or videotape the dramatization. Elicit comments from the class and self-rating from the role players concerning the appropriateness of their responses to negative feedback.

3. Review the characteristics of constructive negative feedback. Hand out duplicated copies of two constructive negative feedback situations. Ask pupils to rate them and then give two possible ways of responding.

4. Review the characterisitcs of destructive negative feedback. Hand out duplicated copies of two destructive negative feedback situations. Ask pupils to rate them and then give two possible ways of responding to change the destructive experience into a constructive one.

5. Have pupils keep a record for a week or more of the feedback they gave or were given at school, at work, or at home. Ask pupils to classify these feedback situations as positive or negative (constructive/destructive). Have them write a brief description of the most effective responses given to negative feedback and why they feel this way. Discuss and role play as appropriate.

Success Story: Patricia Melvin

1. "A long time ago I wasn't like I am now." That's Patricia Melvin talking. She works as an office aide at the central office of the City University. She has the security of a civil service job. But she remembers what it was like when she was in school. "At that time I was worried. I was worried about how I'd become anything. I didn't want to be cooped up in a print shop with a bunch of handicapped kids. I figured I could do more."

2. Pat always believed she could do more than other people thought. When she was born the doctor told her parents she would never walk. She had to use braces and a wheelchair. But by the time she was eleven she was walking on her own.

3. She went to a public school, and she remembers getting tired of taking the school bus. "They think, down at school, that they have to show you how to do everything. But I already knew how to travel by myself." She talked to her father, who thought it was a good idea. But her teachers weren't sure. "They made a big thing of it. But it was simple to me. If you've been around people, you go places with them, you concentrate on everything around you. The first time I rode the bus by myself I was very proud."

4. When she was in high school a neighbor told her about a program the Mayor's Office for the Handicapped had that provided after-school jobs. "At the Mayor's Office I had to do a little math, reading and writing to see if I qualified for the program. It took about an hour-and-a-half. The next day my neighbor called to see how I did. They said I had made it. So I had to go down there with my birth certificate and all that. I got my I.D. card, and I was off and running."

5. Where was she running to? Not far. The job she was given was across the street from her home, at the central office of the University. She was interviewed and given some forms to fill out. Then she was sent to the

print shop. Because the supervisor there didn't have time to teach her, Pat was transferred to the main building. About her new supervisor in the personnel department, she says, "I got used to her, and she got used to me. She told me how to do this, how to do that. She was a very good teacher."

6. But even though things were going well at work she never thought about staying there. Her ideal job was working at United Parcel. "It was an idea I had and I wouldn't let up on my counselor until she got me an interview there." The interview went well and Pat was hired. But the first week was very hard. On the third day she was fired. "They said I wasn't fast enough. I don't think they gave me a chance. I was very sad. I used to be so proud to have a work ID card from United Parcel. But at least I tried. Some people live their lives with all these dreams, and never try. I'm glad I tried."

7. Even though it wasn't what she was aiming at, she's very pleased with her current job. As an office aide she does copying, collating, stapling, and answering phones. Her biweekly paycheck is $275. Plus she has all the fringe benefits that go along with being a city employee. But she says she wouldn't have had any of these things if her supervisor hadn't taken a chance on her. "You can't find a nicer man. He believes in giving handicapped kids a chance to work. He proved it. When I came here I didn't know anything. I didn't have any skills. He helped me until I grew."

8. Pat says the hardest thing on her job is answering the phones. "Once someone called and asked a question. I didn't know the answer so I said that. He said, 'Well, what do you know?' And there are people who are in too much of a hurry and won't spell their name or repeat a number. When that happens I just do my best."

9. When we were in the elevator everyone who got on said hello to Pat and knew her name. I asked her about that. And she said she thought it was important to get to know the people you work with. "I have to work with

the people here, so I think I should get to know them. Not just in my own department, but in other departments, too. One of the ways I got the permanent job here is that they talked to the people I had worked with and everybody said I was O.K."

10. "I'm still working on reading, on Monday nights, and for the future I'd like to stay here. I'd like to get a lot smarter in arithmetic so I can show my boss. Maybe I could get a better job working with numbers. But I know that needs a lot of skills. I'd like to stay in City University, at the Central Office in Personnel. Personnel is where everybody comes. You get to meet all kinds of people."

NOTES TO THE TEACHER:

- Use as many or as few questions as you wish depending upon the student group.
- It is usually most valuable to write on chalk board as many student responses as possible.

Patricia Melvin Interview

Discussion and Exercise Guide

Paragraphs

1. Theme: CAREER OR JOB GOAL
    a) Do you know any people who worry, like Pat, that they won't be able to become anything?

    b) What do you do if you can't figure out what your job or career goal will be?

2. Theme: EXPECTATIONS OF OTHERS
    a) Pat believed she could do more than other people thought. Should you let other people's opinions of you determine the job for which you should try to prepare?

    b) Did anyone ever expect any of you here to fail but then you succeeded? How did you prove them wrong?

3. Theme: TRAVELING TO WORK
    a) How many different ways can you travel to work?

    b) What do you need to know to be able to travel by bus, subway, car, bike, and by walking?

    c) Do you know any people who are worried about traveling to work? What can they do about it?

4. Theme: AFTER-SCHOOL JOBS

   a) Who here has ever had an after-school job? What did you do? What did you learn?

   b) Can after-school jobs help you get jobs after you leave school for good?

   c) How can you get after-school jobs?

5. Theme: TRANSFER

   a) What does it mean to be transferred? Is it good or bad?

   b) Was anyone here ever transferred? Should you quit if you're transferred?

6. Theme: GETTING FIRED

   a) Does anyone know of someone who was fired from a job? Why was the person fired? List as many reasons as you can as to why people get fired from a job.

   b) Can a good thing ever come out of being fired?

   c) How do you explain on a job interview that you were fired from a job?

7. Theme: SUPERVISOR AS TEACHER

   a) Did anyone here ever learn anything from a job supervisor?

   b) How can you get a supervisor to teach you so you can get ahead?

   c) Is it wise to ask a supervisor to tell you how you're doing (ask for patience or negative feedback)?

8. Theme: DEALING WITH THE PUBLIC

   a) Who here would like a job where they would have to answer phones/questions etc., and, in general, have to deal with the public?

   b) Do you need any special skills to deal with the public or can you just wing it?

9. Theme: FRIENDS ON THE JOB

   a) How do you make friends on a new job?

   b) Do most people become buddy-buddy with their co-workers? With the boss?

10. Theme: TRAINING ONCE YOU ARE IN A JOB

a) After Pat got her job she kept on studying reading so she could get a better job. Do you think she should put all her energies into just the job she has and forget about studying?

b) Do people work full-time and go to school at the same time?

Some Work Words—What Do They Mean?

office aide
job security
civil service job
counselor
birth certificate
I.D. card
interview
personnel forms
print shop
personnel department
United Parcel
bi-weekly paycheck
collating, stapling
fringe benefits
department

Practicing The Skill: Feedback (Theme: Para. 1--Job Goals and Steps Necessary to Achieve Them, Para. 7--Supervisor as Teacher)

Exercise: Positive/Negative and Constructive Feedback

1. Have all students in the class indicate their job goals and talk about the steps necessary in achieving those goals (e.g., graduating from high school, talking about plans with a counselor, obtaining additional training). After each student presents, have the class give positive feedback as to why the plans were good and/or negative constructive feedback that includes ways of making the plans better.

2. Have two people role play a situation that involves asking a supervisor (or a vocational teacher) for feedback on job performance (or on shop performance). Ask the class to critique the role play of the participants with positive or negative constructive feedback.

After Class--Homework (Theme: Para. 2--Expectations of Others, Para. 6--Getting Fired)

Ask the students to do at least one of the exercises below:

1. Describe your career (job) goals to several friends and members of your family. Do they think you can achieve the job (what type of feedback do they give you)? Next time discuss the feedback you received. Will it influence what you are going to do?

2. Find two people who have been fired from a job, ask them why they were fired and what if anything they would do differently. Be prepared to tell the class what you were told.

CHAPTER 8: PARTICIPATING IN GROUPS

The Skill Area

In this unit on participating in groups, one of the first concepts you'll probably want to cover with your students is that there are different kinds of groups. The most useful approach is to divide groups into two types--social and task. Of course, not all groups fall neatly into one of these two distinct categories. Some groups overlap, having the task of a specific committee but also giving its members a chance to socialize. Also, there are some social groups that are sometimes used by their members as task groups, such as when business cards or resumes are passed around. But, as an initial way of looking at groups, this division between social and task groups is helpful. Maybe your students have had problems in groups in the past because they were in task groups and acted as if they were social, or the other way around. You may decide to use different terms--work and play groups or something else. The important thing is to give your students tools with which they can monitor their own behavior and, when necessary, change it.

Another consideration is that there are different ways of behaving in a group. Again you may decide to use different terms, but the divisions we've found most useful when working with special education youngsters are follower, leader, and observer.

Next you'll want to ask the students to look at how they act in a group. Maybe they'll see that they behave differently in different groups--one person may be a leader in a social group but an observer in a task group. In order to help your students decide what kind of role they play, you may want to give them examples of the three different roles such as the following:

People who act as leaders often:

- introduce new ideas
- ask others questions
- explain issues
- suggest compromises
- comment on suggestions
- evaluate suggestions

Initially you may want to have your students identify the characteristics of a good leader. You could then discuss how one becomes a good leader. And then move into what leader characteristics the students have, and which they'd have to develop.

People who act as followers aren't as noticeable but they play an important role also. Followers often:

- listen carefully
- answer others' questions
- carry out assignments
- comment on suggestions

When discussing followers, you will want to have your students identify the characteristics of a good follower. You can then go on to discuss the need for good followers. And then have the students look at themselves and their classmates to see who has follower characteristics.

Many teachers will want to stop here. The division of leader and follower will be the most useful for their students. However, if you feel your students could use a bit less of a black and white approach, you may want to introduce a third role. This is the observer. Observers are in more of a gray area; they usually don't participate as a leader by directing the group, or as a follower by accepting responsibilities. Often observers only express their views if asked to. And yet they can play an important role by occasionally giving feedback or helping the group to reach compromises.

Once the students have a clear idea of the different roles, you'll want to direct them toward the question of how they usually behave in a group. You can do this through discussion, asking them to try on different roles in skits, and also staging games and activities that require group participation. You'll want to point out that often people behave differently in different groups--do they? And depending on your students you may also want to show them that we don't always see ourselves as others do, by having them label each other as leader, follower, or observer.

And lastly, what if the role they came up with for their usual way of behaving in a group is not what they would like? How do they go about changing their role? You can help your students change by planning activities that show them what it is about their behavior that identifies their role, what behaviors identify the role they'd like to have, and also by giving them the chance to "try on" some of these behaviors.

Goals And Objectives For This Chapter

The Goals for this chapter are:

1. TO LEARN THAT THERE ARE DIFFERENT WAYS OF BEHAVING IN A GROUP--FOLLOWER AND LEADER
2. TO LEARN THAT THERE ARE DIFFERENT KINDS OF GROUPS AND THAT AN INDIVIDUAL MAY BEHAVE DIFFERENTLY IN THEM
3. TO LEARN HOW ONE USUALLY BEHAVES IN A GROUP
4. TO LEARN HOW TO CHANGE ONE'S TYPICAL WAY OF BEHAVING IN A GROUP

The Behavioral Objectives for this chapter are:

1. The student will be able to identify different ways of behaving in a group.
2. The student will be able to identify different types of groups.
3. The student will be able to identify how s/he usually behaves in different groups.
4. The student will be able to identify the group behaviors s/he would like to change.
5. The student will be able to try out a change in group behavior.

Behavioral Objective #1: Sample Lesson Plan

Lesson: Group Behavior--Focus on different ways of behaving in a group (follower or leader).

Behavioral objective: The student will be able to identify different ways of behaving in a group.

Motivation: Tell pupils to pretend they are stranded on a lonely, isolated road following a bus breakdown. As far as can be determined, the nearest town is 45 miles away. The bus driver is trying to repair the damage to the bus. No one is hurt.

Several hours have passed with no progress toward moving the bus. No cars have passed by during this time. It is hot in the bus and hot outside. There is no water or food available on the bus. You do not know any of the passengers. Assume that the following dialogue takes place:

Passenger A: We can't just sit here. It will be night soon and chilly. I suggest that we talk about finding food, water, and shelter.

Passenger B: Who put you in charge here?

Passenger C: Now, now, let's hear the plan. We really must do something.

Passenger A: What do some of the others think we should do?

Passenger D: I agree with you. We should do something besides sit here. I cast my vote for you to take charge. Go ahead, tell us what to do?

Ask pupils to discuss the situation described, focusing particularly on the group roles being played. Direct the discussion by asking questions such as:

a. Who started the discussion? How?

b. Who took a position of leadership? How?

c. Who interfered with the group process and how?

d. What name would you give to the group behavior of Passenger A? B? C? D?

e. How do leaders affect what happens in a group?

f. How do followers affect what happens in a group?

g. How do observers affect what happens in a group?

h. Why are leaders important to a group? Followers? Observers?

i. How is a class like a group?

j. What should Passenger A say after Passenger D's statement above?

Passenger A ____.

Development: Lecture briefly on the group process, indicating that there is a wide variety of behaviors one can utilize in group meetings--some helpful, others not so helpful. Many of these helpful behaviors must be consciously learned if we do not own them naturally. These helpful behaviors can be acquired and practiced if we want to improve our participation in groups. As members of different types of groups, we will always need to be aware of how we participate in groups and of the quality of that participation if the groups in which we are working are to become more productive and satisfying.

Duplicate and distribute the list of group membership roles which appears on the following page. It is presented in three parts.

Depending upon the level of the group, have pupils discuss each segment of group behavior in turn (task, maintenance, selfish). Encourage them to make "I" statement concerning behavior they recognize as their own or as sometimes evident in others.

Summary (Application):

Relate the discussion of follower, leader, and observer to the subject-matter curriculum. For example, in social studies, pupils can be asked to make lists of famous persons, indicating when they were following, leading, or observing. You might want to give pupils a specified time to make individual lists; then, request pupils to share the names, with their reasons for placing the names on the respective lists. Specific summary questions might include:

a. Which behaviors are characteristic of followers? Leaders? Observers?

b. Are leaders sometimes followers and vice versa?

c. Can a group have more than one leader?

d. Can leadership change during a single group meeting?

e. In today's discussion, what roles did you play? When were you a leader? Follower? Observer?

f. In today's discussion, what roles did other pupils play? When were they leaders, followers, or observers?

g. In your logs, respond to the following open-ended questions by writing in the names of students in your class:

Group Membership Roles

Group task behavior: Conduct that furthers the work of the group

1. Starting	Proposes aims, ideas, action, or procedures
2. Questioning	Asks for or offers facts, ideas, feelings, or opinions
3. Pointing out	Gives additional information, or builds upon ideas or suggestions.
4. Summing up	Pulls data together, so group may consider where it is.
5. Vote taking	Explores whether group may be nearing a decision.

Group maintenance behavior: Conduct that helps the group function productively

1. Harmonizing	Settles disagreements, relieves tension, helps people explore differences.
2. Encouraging	Is warm and responsive; indicates with words or facial expression that the contributions of others are accepted.
3. Compromising	Modifies position so group may move ahead; admits error.
4. Giving Feedback	Tells others, in helpful ways, how their behavior is received.

Negative or selfish behavior: Conduct that interferes with the work of the group

1. Attacking	Puts down, uses sarcasm.
2. Blocking	Resists, causes problems.
3. Dominating	Interrupts, asserts authority, overparticipates to point of interfering with others' participation.
4. Avoiding	Prevents group from facing controversy; stays off subject.
5. Abandoning	Makes an obvious display of lack of involvement.

(Adapted from Benne, K.D. and Sheats, P. "Functional Roles of Group Members," *Journal of Social Issues*, 4 (2), 42-47, Spring 1948.)

1. I think the leaders in this group are usually __________, __________, and __________.

2. I think the followers in this group are usually __________, __________, and __________.

3. I think the observers in this group are usually __________, __________, and __________.

For a language arts application, divide the pupils into small groups of 3 or 4. Tell each small group to write a brief dialogue involving three characters--one leader, a follower, and an observer. If writing is a problem for the group, this activity may be done on tape or at the board by the teacher, with pupils giving dictation during the sharing period.

Assignment:

List careers where leaders are required. In a second column, list careers where followers are needed. In a third column, list careers where observers are used.

Behavioral Objective #2: Suggested Activities

Behavioral Objective: The student will be able to identify different types of groups.

Suggested Activities:

1. Ask pupils to think of groups to which they belong, e.g., formal and informal, clubs, class, friends, family. Make a list of all the groups on the board. Elicit from the pupils brief statements about the purpose of each group, and help them classify these groups as social or task.

2. Assign pupils to bring in illustrations from magazines which depict social groups and task groups. Call upon pupil volunteers to hold up the illustrations, indicate whether they are social or task, and specify the reasons for their decisions ("checking it out").

3. Ask pupils to make individual lists containing three different groups to which they belong, and to label them as social or task. In addition, ask them to describe their behavior in each group as leader, follower, or observer. Call upon pupils to read lists.

4. Review the handout on Group Membership Roles. Have pupils think about three different groups to which they belong and classify the behavior of themselves and other group members in terms of Group Task Behavior. As pupils share this information, ask them in which of the three different groups they are most comfortable and why.

5. Assign pupils to interview a friend or family member and list three groups to which this person belongs, labeling them as social or task groups. Have pupils share the results of this assignment at the beginning of the next day's lesson.

6. Use the following excerpt to start a discussion (5-10 minutes in length). Call time on the discussion, and then ask the questions that follow.

"Women Are The Most Oppressed Beings On Earth"

"I don't think women are oppressed at all. What's so oppressed about being able to stay home all day while someone else supports you?"

"You say you don't think women are oppressed because they stay home all day, okay? Well, I don't agree. First of all, I don't know that many women who stay home. And those who work get paid less in the same job than a man would."

"Yeah, but you guys are only talking about money. There's a lot more to it than money. This morning I was walking through a playground and all the boys were together playing ball. But the girls were just sitting and watching."

"That must mean my little sister wasn't there. She can already run faster than. . . ."

"You're getting off the topic. The point is that women are oppressed. I mean there are so many ways--money, jobs. . . ."

a. What two groups were discussed in this activity?

b. How is membership in each group determined? When does this membership begin?

c. How did membership in either group affect the opinions of the speakers in the excerpt and in the discussion which followed?

d. How do you feel about your membership in the group to which you belong?

e. To what other groups might or do men and women belong (e.g., family, human race, national origin, ethnic, political, religion, job)?

Relate this discussion to values such as pride, choice, respect for individual difference, and equity issues.

Behavioral Objective #3: Sample Lesson Plan

Lesson: Group Behavior--Focus on one's behavior in different groups.

Behavioral Objective: The student will be able to identify how s/he usually behaves in different groups.

Motivation: Introduce a simulation such as "life boat," "kidney machine," or "plane crash." An essential feature of this kind of simulation exercise is to require group decisions concerning the dispersal of limited resources among five "perfect" or five "flawed" characters who are presented in brief statements.

In "plane crash," for example, where there is not enough food for all, pupils are requested to decide which two of five persons will be given food in order to survive until rescued. Examples of the five vignettes concerning "perfect" people might be phrased as follows:

a. a cancer specialist and researcher on the verge of a major scientific breakthrough (female);

b. a mother of 8 children ranging in age from 5-17 (father of children dead 4 years);

c. a "rock" star with an international reputation (male);

d. a mayor of a big city who is helping "poor" people;

e. 22 year old sports celebrity on a major league team (male).

Have pupils work in pairs to decide upon the two people they would "save." Ask each dyad to present its choices, then try for a group decision. Give pupils who want to do so, opportunities to express their feelings with "I" statements.

Development: Based on the Motivation, have each student write down the role(s) each one throught s/he played in the dyads and in the full group discussion: Was your behavior the same or different in pairs and in full group? What factors account for the similarity or difference?

Ask pupils to write their classmate's names on separate cards and to label their roles in the dyads (partner only) and in the full group discussion. When students receive the cards with their names on them, ask them to compare with the self-ratings made: How are self-ratings and peer perceptions the same or different? What factors account for the similarity or difference? If the discrepancy between self-rating and peer perception is wide, what might this mean?

Review the rules of the Echo Game (see chapter on Listening). Divide the class into two groups with one half acting as observers in an outer circle and the other half conducting a discussion in the inner circle. Select a topic for discussion which is controversial, interesting, and likely to point up types of group membership behavior. For example, this task-oriented group discussion might focus on the topic: The most important characteristic appreciated by employers in employees is __________ because __________.

Limit the discussion to a specified time. Tell observers in advance to categorize speakers as follower or leader and to classify their group task behavior (see Sample Lesson Plan, this chapter, Behavioral Objective #1). At the conclusion of the discussion, ask the observers to give feedback to the speakers in the inner circle. Reverse the format so that members of the outer circle become the inner circle and vice versa.

Summary (Application):

Your summary should help pupils to understand that their behavior can be different in different kinds of groups; that group roles can vary with comfort levels, degree of knowledge about the group agenda, the nature of the group (social vs. task, formal vs. informal), the size of the group, the characteristics of other group members (e.g., attacking, dominating, encouraging, harmonizing), the group climate (e.g., trusting, sharing, caring), the quality of leadership.

Divide students into groups of three or four. Have each small group write or tape brief dialogues for situations where someone enters a new group for the first time, e.g., a newcomer to the United States who speaks little English enters a high school class after the term has started; a pupil begins a part-time job in a small office; a pupil tries to "break into" the social activities at the local pizza parlor after living in the neighborhood for a few days.

At the end of a specified time, ask each group to role play one of its dialogues. Discuss the behavior of the group members depicted: How would you classify the characters' group behavior? Do roles change with different groups? What factors influence group behavior? How did you feel as a new worker on a job, for example?

Assignment:

Ask students to pinpoint a customary behavior they use in a particular group (family, with friends, on a part-time job), and to try a different role. Tell them to be prepared at the next lesson to report on what they did, what it was like, if anyone noticed or commented, and whether they want to continue this new behavior and why.

Behavioral Objective #4: Suggested Activities

Behavioral Objective: The student will be able to identify the group behaviors s/he would like to change.

Suggested Activities:

1. Have students compare cards and/or log entries from previous lessons where classmates rated them and they self-rated as leader, follower, or observer and classified their group task membership roles. Elicit answers to questions such as: Do others see you differently from the way you see yourself? Which group role provides you with the greatest degree of comfort? In what group role are you the most effective? In class yesterday, what role did you play? Give three examples of your behavior that show you played that role. Are you satisfied with that role or would you rather change?

2. Divide pupils into three small groups. Have each small group write or tape record a dialogue that illustrates the three kinds of roles. The situation chosen for the dialogues might be a job problem. For example, you might tell pupils to assume this situation: While Salesperson A is serving Customer A with his/her request for merchandise, Customer B interrupts asking for a refund on a purchase for which she has lost the sales slip. Salesperson B is nearby with no customer.

When dialogues have been written or taped, ask for one group to volunteer to do a role play of its situation. Questions raised might be: What role (leader, follower, observer) gives you the most comfort? Is the role you customarily play different from the one performed in the role play? If so, how was it different? Would you like to change your customary role? Why?

3. Have pupils identify characters (living or dead) who seemed unable to obtain the results they wanted when they behaved in certain ways, and who changed their behavior to accomplish their goals. Examples might be Malcolm X, Martin Luther King, Jr., Rosa Parks, or characters from fiction. Discuss each person selected, describe the original behavior which the person found ineffective, and analyze the ways in which changes were made.

Relate this activity to the individual pupil and to the types of ineffective behaviors each one would like to change.

Behavioral Objective #5 (Suggested Activities)

Behavioral Objective: The student will be able to try out a change in group behavior.

Suggested Activities:

1. Use the homework assignment given on Sample Lesson Plan in this chapter for Behavioral Objective #3. Call on pupil volunteers to share the results of the behavioral change they tried with family, with friends, or on the part-time job. Have each pupil who responds to describe in detail: What I did was __________. When I did the change I felt __________. I felt __________ when somebody/nobody noticed or commented because __________. I think I would/would not continue with this new behavior because __________.

2. Hand out blank index cards and ask pupils to write down how they usually behave in a group. Have them compare self-ratings and peer perceptions from previous class sessions. Elicit answers to questions such as: How did you "check out" your designation as a leader, follower, or observer? Do you like your role? If not, how would you change it? What would you rather be?

Collect cards, and then form small groups with complementary roles included, e.g. leader, 2 followers, 1 observer, not 4 leaders or 4 followers. Give each group the task of discussing a topic (e.g., movies are getting better all the time, finding a job can be easy and fun, getting along with others can be done) while practicing a new role.

After a specified time, encourage individual reactions to playing a new role: What role did you try in the group today? How was the new role different from the one you customarily play in this kind of group? If you liked the new behavior, how and where will you continue it?

3. Provide a dialogue from a job situation. For example, assume that you are a salesperson in a large department store. You have just refused to give a customer a refund on a purchase because the customer lost the sales slip.

You: I'm sorry, but the store does not permit refunds without a sales slip.

Customer: You're the only store in town that handles this brand of merchandise. Sales slip or no sales slip, you know this is your store's merchandise. I demand a refund, or I'll never shop here again.

You: ____.

Is your response above what you might say customarily? Was it effective? "Check it out" in terms of customer satisfaction. How might you change your behavior with this customer to be more effective?

Have pupils discuss the meaning of job effectiveness in terms of customer satisfaction, store image, and employee ratings.

4. Have pupils form dyads to discuss ways they might change class behavior to more positive nonverbal cues, verbalizations, and attitudes. Ask each pupil in the pair to decide on one change and talk about how to make it. When dyads report to the large group, record individual resolutions about change with magic markers on a piece of newsprint posted conspicuously on the wall. Next to each "resolution" with the person's name have the pupil specify the date on which the new behavior will begin.

Success Story: Gary Mason

1. We met Gary Mason on the 14th floor of the new building at General Hospital. He was just going off duty from his job as a patient transporter, and we had arranged to meet him in the office out of which Gary works. Right off, we could see that Gary likes his work, because he introduced us to his fellow workers with pride.

2. We went down to the coffee shop and interviewed Gary over a cheeseburger and coke. He described his job: "I move patients from the recovery room back to their own rooms. Then the nurses and I transfer the patient from the stretcher to the bed."

3. When asked what he likes about his job he said, "Helping people." When asked what he doesn't like about his job, Gary answered, "I like the people I work with. It's like a big family and I like to cheer up the patients because they get depressed." But he couldn't think of anything he does not like about his job.

4. Actually, Gary had tried out some other types of work before he went into his present job. When he was a high school student in South Carolina, a counselor from the Regional Vocational School visited Gary's high school, and invited Gary to apply to the vocational school. There Gary spent seven months working with wood and sheet metal. But then his mother decided to return to the big city, where Gary had lived and gone to school until high school.

5. There, his rehabilitation counselor referred Gary to an employment and guidance workshop, where he worked on jewelry, packaging, and other activities. But Gary seemed more interested in working with people, so his counselor told him about a volunteer program at General Hospital. Gary did volunteer and found his first job o.k. but not great--as a porter in the nurses' residence. He enjoyed much more working with patients.

6. At about this time, Gary started in a program at the Mayor's Office for the Handicapped. There he had regular classes and also attended groups where they talked about their work experiences and learned how to handle a job interview and responsibilities on the job.

7. When a paying job opened up, Gary applied and was hired. "I had good references from my volunteer work, and that really helped me to get this job. Now I get $300 every two weeks. I'm saving for a car, and pretty soon I'll start taking driving lessons."

8. Gary says he isn't sorry he tried out other trades: "I'm glad I went to the different shops and workshops. I developed good work habits and I could try out different skills."

9. "The main thing," Gary said as we ended, "is that you make your own money so you don't have to borrow or steal. You do the best you can, and you get along with your supervisor, and everything is good."

10. When we left Gary, he was headed for the bus to town, where he lives with his sister and her family. "Some day I might want to go back to South Carolina to live. It's a nice life in the country, but right now I like what I'm doing."

NOTES TO THE TEACHER:
- Use as many or as few questions as you wish depending upon the student group.
- It is usually most valuable to write on the chalk board as many student responses as possible

Gary Mason Interview
Discussion and Exercise Guide

Paragraphs

1. Theme: FELLOW WORKERS/CO-WORKERS

    a) What is a co-worker? What does it mean?

    b) Can anyone here name jobs that have a lot of co-workers? Name jobs that have few co-workers.

    c) Gary seems to like a job that has co-workers. What type of job would you like, one with few co-workers, or with many co-workers?

2. Theme: JOB DESCRIPTION

    a) What is a job description? What does it mean?

    b) What is the job description of a patient transporter?

    c) What is Gary's job description? Would you do Gary's job?

    d) Name a job you would want to have. Can you give the job description for that job? What skills are needed for this job? Where can you go to find out more about the description of the job you are interested in?

3. Theme: LIKING YOUR JOB/JOB SATISFACTION

    a) What does it mean--to like your job?

    b) Can you like a job if it doesn't pay too much money?

c) What things in a job would make you like it (money, co-workers, being left alone, working outdoors)?

4. Theme: TRYING OUT JOBS

a) Gary tried out different types of jobs. What did he mean when he said that?

b) Is it o.k. to try out different jobs as Gary did or is it better to stay on one job for a long time?

c) What types of jobs have you had? What did you learn from them?

5. Theme: TRAINING AND COUNSELING RESOURCES

a) Who has heard of rehabilitation and guidance services for Special Education students? What are they? What can you get from them?

b) Do you think that Gary should have used these counseling and training resources?

6. Theme: WORK HISTORY/WORK EXPERIENCE AND JOB INTERVIEW

a) What is a job interview? What are some of the important things you want to get across in a job interview?

b) Should you hide your past work experiences when you are on a job interview?

c) What do you do if you don't have any real work experiences to talk about when you are on a job interview?

7. Theme: REFERENCES

a) Who in this class has ever used references when you were looking for work? What is a reference? Do you have any references now?

b) How would you go about getting references and have them handy for a job interview?

c) Do you think there is a payoff in taking a volunteer job so that you could get references as Gary did?

8. Theme: WORK HABITS

    a) What are work habits?

    b) Whom do you know who has good work habits? What are they?

    c) Do any of you have bad work habits? What are they? Would you want to change them?

9. Theme: SUPERVISORS

    a) Is a teacher in some ways like a job supervisor?

    b) Gary said he gets along with his supervisors. How do you have to act to get along with your supervisors?

    c) What are some things that can get you into trouble with a job supervisor?

Some Work Words--What Do They Mean?

off duty
interview
vocational school
volunteer
job responsibilities
weekly/bi-weekly/monthly pay

Practicing The Skill: Participating In Groups (Themes: Para. 1--Co-Workers, Para. 2--Job Description, Para. 8--Work Habits, Para. 9--Supervisors)

Exercise: Groups and Leaders

Break the class up into groups of four. Assign one person in each group to lead a discussion on each of the topics below. After each discussion you can rotate the leader role to another person. If you need to, model the first discussion with three students as group members and you as leader. You could also have only one group in discussion and the rest of the class observing. The observers then comment on the group process.

Discussion Topics for Group

- Give a job description of a job you had. Whose job description was best? Why?
- What are the most important work habits to have? What are your best work habits? What work habits would you like to develop?

Post Questions--To Be Asked About The Leader/Group Process

What did you like about the leader of the discussion? What did you like about the ways other people in the group acted? Would you want to work for the leader? Why? Would you want to work with the other group members? Why?

After Class--Homework (Themes: Para. 1 and 9--Co-Workers and Supervisors, Para. 6--Work History, Para. 9--Supervisors)

Have each student select one of these assignments for next time:

1. Ask a family member who works to describe his or her work history.
2. Ask someone you know who has a job what that person does to get along with co-workers and with supervisors.
3. Find someone in the school who has to supervise other people. Ask the person: How do you/they supervise? How do you expect the people that work for you to act?

CHAPTER 9: RESOLVING CONFLICTS

The Skill Area

Resolving conflicts is a particularly difficult skill to learn. Most of us can easily remember a recent situation at work where we were not particularly adept at handling a conflict. Maybe there's even a pattern you've seen in yourself where you retreat completely or stick to your ground and become completely inflexible. So it becomes even more challenging to teach a skill we may not have mastered in our own professional lives.

Clearly, teaching high school special education students the skill of resolving conflicts is a difficult task. Certainly the students need to have this taught--you know well the examples of conflict situations they get into. Your students have often described situations with family and friends or maybe even at a part-time job where there was a conflict and they either blew up or ran away.

Looking at the components of conflict resolution seems a lot like digging through a pastry like baklava--there are so many layers that you just end up with a gooey mess. Negotiating--the heart of resolving conflicts--requires a certain poise that many teenagers lack. Furthermore, any negotiation is made easier by clout--having something that your supervisor (or whomever you're negotiating with) needs. Yet very few youngsters in entry level jobs have this. Despite that fact, this remains a very necessary skill. Anyone with experience in youth employment will have acquired a collection of stories about having found a "perfect job" for a student, until the student blew up at a small irritation. By introducing your students to some basic techniques you can hope to avoid future situations like that. And you can also argue that, by providing your students with actual practical techniques, you are allowing them to develop poise in an area that many adults haven't yet mastered.

First you need a conflict. This usually isn't hard to come up with. You may decide to ask students for something that happened recently at school, home or work. One period wouldn't give you enough time to run through all four techniques of defining the problem, comparing areas of agreement and disagreement, discussing possible compromises and deciding on a compromise. But they all are basics that need to be covered eventually.

The first technique to introduce is the need to define the problem. When people discuss a disagreement they usually assume they're talking about the same issues. However, because everyone has different experiences, problems are often perceived differently. So before a lot of time is spent and bad feelings begin brewing, it's helpful to say something like, "Let's make sure we're talking about the same thing. What is it you see as the problem here?" Or more simply stated, "I'd like such-and-such, but you seem to want such-and-such; is that right?" But these may not be the words that would suit your students. The wording that may work for you when resolving your conflicts could be interpreted as artificial or sarcastic coming from a teenager. So you'll need to help your students find the phrases that sound right for them.

An example of a conflict a student might have at work is a job at a fast food restaurant that requires rotating responsibilities. One day an employee is at the cash register, the next at the grill, and the next on the floor collecting trays and garbage. The individual has trouble remembering all the tasks involved in each job and frequently forgets some. The supervisor is impatient and assumes the worker is just lazy and avoiding work. The youngster might complain to friends and family that the boss is impossible to work for, or doesn't like him/her. At a time like this, it might help if the student discusses the situation with a teacher, counselor, or other friendly adult. Once the student relaxes with the realization that the core of the problem is that s/he just needs more time than is allowed to learn each job, s/he can approach the boss. The youngster could approach the boss and say something like, "I'd like to talk to you about my schedule. I realize now that the reason I've been forgetting to do things is because with our rotating schedules I don't have enough time to learn the routine."

If you feel you are limited in your experience about jobs other than teaching, you might call on another teacher who has waitressed, worked on the docks, or delivered mail in a past life. Or turn to school staff like the janitor or cook. This is also a perfect opportunity to ask prospective employers to visit. One teacher developed jobs by agreeing with an employer who said, "Kids' attitudes are rotten nowadays." The teacher agreed but quickly added, they were working on this in class, wouldn't he visit to discuss some of these concerns. He did. . . and eventually hired some students. Of course, this happy ending required a lot of preparation (and diplomacy) on the teacher's part to prevent this from turning into a gripe session for the employer and an alienating class for the students.

After your class has had the chance to practice defining the problem, and has developed some phrases (ways of applying techniques) they're comfortable with, you can move on to the second technique, which is comparing areas of agreement and disagreement. This will be done in different ways depending on the work setting. in a more formal situation, like a meeting, it may be appropriate actually to list the areas of disagreement so the different perceptions can be covered. Using the same example of the student at the hamburger joint, this technique of comparing areas of agreement and disagreement would probably lead to the boss agreeing only that the student has been goofing up. But there could well be disagreements such as: "You just don't seem to care whether you do all your work or not," "All the others switch jobs and don't have problems," or "I can't give you special treatment."

Thirdly, now that it's clear what the areas of disagreement are, you can discuss possible compromise solutions. It's important to avoid the attitude that it's either all or none. Now is the time to decide what's important since it's usually necessary for both people to make concessions. Each side decides which points it feels strongly about and which it will let slide. Often it saves time if the points each feels strongest about are stated. You may want to caution your students that there are seldom simple solutions to conflicts. And in the role playing and other activities be aware of those students who tend toward passivity, the ones who will agree just to get it over with. Let them know that poorly resolved conflicts will come up again and again. At this stage, as your students try to come up with a compromise, you may want to model with a para or someone else the techniques of listening closely and putting yourself in the other person's place. And when it's the other person's turn to talk, keep reminding about the importance of explaining why you feel strongly, perhaps even describing the experience that resulted in the decision.

Going back to the example of the student at the hamburger chain, the youngster would want to say something like, "I know I can do the work. Could I be on a schedule where I do the same thing for a full week?" The boss might go along with this or suggest some compromise where the student would work two days at each assignment rather than one. If, however, the boss is adamant and says something like, "Scheduling is enough of a pain without you asking for special favors," the youngster might turn to a supportive adult--perhaps a teacher or counselor in school--to act as a mediator.

The fourth and last thing to do is agree on a compromise solution. Let your students know that this is the point when they should bring up any questions about the future course of action. And stress that there's the possibility that the decision will be reevaluated in the future. If they're dissatisfied with the way the conflict was resolved, it may help to keep in mind that the only thing decided was that this is the way it will be for now.

Goals And Objectives For This Chapter

The Goals for this chapter are:

1. TO DEVELOP AWARENESS OF THE IMPORTANCE OF RESOLVING CONFLICTS
2. TO UNDERSTAND TECHNIQUES IN RESOLVING CONFLICTS
3. TO APPLY TECHNIQUES IN RESOLVING CONFLICT SITUATIONS

The Behavioral Objectives for this chapter are:

1. When given a conflict situation, the student will be able to delineate the conflict.
2. Given a conflict situation, the student will be able to a) identify the problem, b) compare areas of agreement and disagreement, c) discuss possible compromises, and d) agree on a compromise.

Behavioral Objective #1: Sample Lesson Plan

Lesson: Resolving Conflicts--Focus on delineation of conflict.

Behavioral Objective: The student will be able to delineate the conflict when given a conflict situation.

Motivation: Write the following situation on the board (taping or reading the situation can be substituted) which describes a conflict at school:

> Assume that you irritated a teacher by being noisy and rude (sassy, fresh) during the preceding day's lesson. In today's class, you get a poor mark on a report you handed in two days ago; you spent a great deal of time on this assignment and think you should have a better mark. What would you do or say to the teacher using a, b, or c.
>
> a. I wouldn't say anything; I would realize why it happened and be quieter in my next class.
>
> b. I would tell the teacher that s/he was wrong and wouldn't get away with being unfair this way.
>
> c. I would try to talk to the teacher and see what can be done.
>
> If dissatisfied with a, b, and c, write d ______________________________.

Discuss how the conflict was possible based on the illustration and how pupils chose to resolve it. Encourage pupils to express feelings about the teacher's action, and to consider their own responsibility for the development of conflict. What techniques were used to resolve this conflict?

Development: Use the Motivation to develop a script. Have pupils work on the responses which follow. For example, if pupils agree that c is the best response, what does the teacher say next? If the teacher says that, what does the pupil say, and so on until a dialogue is complete. You may want to have pupils role play the completed dialogue, and then give feedback concerning the listening skills and nonverbal behavior each speaker used.

Divide the class into three small groups. Give each group a card with a different conflict situation in need of resolution. Examples of three types of situations follow:

> a. Assume that you work part-time as a TV repairperson-apprentice. Your boss orders you to double-charge customers. What would you do?
>
> (1) Go along with the boss; it's his/her business.
>
> (2) Tell the boss, "You're a crook and I won't go along with your dishonesty."

(3) Tell the boss, "You can charge more on your calls if you wish, but I'm charging honestly on mine."

b. You have been waiting in line at the crowded supermarket for more than ten minutes. Some person rushes in front of you saying, "Thanks, I'm in such a hurry."

(1) I would smile, say "Okay," and let the person in the line.

(2) I'd say, "Look here, who do you think you are? Just wait your turn."

(3) I would ask the person's reason; I would let the person in if s/he had a good reason for being in such a hurry.

c. You are babysitting with your four-year old brother or sister. The child refuses to obey an order you gave. Would you:

(1) Watch the child doing what s/he wants.

(2) Say, "Listen kid, do it now or else!"

(3) Say, "Maybe you'll want to do it in five minutes. That gives you a little more time to draw."

Tell each group to discuss the pros and cons of each response in terms of increasing or resolving conflict. After a specified time, have each group role play the choice made. The entire group criticizes the choices made.

Lecture briefly indicating that conflict is universal, almost inevitable in human relationships, and stems from human beings having different needs, drives, ideas, goals, or values. Since conflict seems to be an inescapable aspect of life, we should spend some time studying positive approaches to conflict resolution. The most commonly used resolutions of conflict fall into one of three categories: aggressive (which usually worsens the conflict); submissive/passive (the one who gives in feels cheated); compromise (both parties "win" something and nobody "loses face").

In the three examples given earlier in the lesson, ask the pupils to identify each response as aggressive, submissive, or compromise.

Summary (Application):

Concentrate on conflicts which occur at work, indicating that there are conflicts on all jobs; these conflicts are different in the ways in which they are handled.

Ask pupils to indicate conflicts they have had on summer or part-time jobs. List these conflicts on the board. Explain that sometimes when conflicts occur we get so annoyed that we don't ever stop to think about what the problem actually is.

For example, if telephone conversations are difficult to understand, we may forget that background noises in the office (loud talking of co-workers, noisy machine close by, e.g.) account for our irritation with the telephone caller. Give another example and ask pupils to define the problem. For example, you are unable to go to lunch until your duties are taken over by another employee. For four days, that other employee is almost a half hour late coming to take over your duties. This makes you late going out to lunch, and sometimes you miss a lunch date because of it. You are furious with your co-worker. Is your co-worker necessarily at fault? Do you know the nature of the duties your co-worker has before coming to take over your duties? Is your co-worker naturally tardy or are other factors responsible?

Elicit reasons for the problem which may need followup.

Continue with the small groups set up earlier in this lesson. Ask each group to construct a conflict situation that might develop or has developed at work and to define the problem. Conclude the lesson with a role play by one group and feedback about its delineation of the problem.

Assignment:

Ask a parent or other adult to tell about a conflict that person ran into at work. Be ready at the next class to describe the conflict and define the problem.

Behavioral Objective #2: Suggested Activities

Behavioral Objective: The student will be able to:

- o identify the problem;
- o compare areas of agreement and disagreement;
- o discuss possible compromises, and
- o agree on a compromise when given a conflict situation.

Suggested Activities:

1. Use the Assignment from Sample Lesson Plan, Behavioral Objective #1 on the pages preceding. Have pupils report on the conflict situation given them by parents or other adults from their respective workplaces. Have them describe the conflict briefly and identify the problem.

2. Hand out three brief scripts that illustrate conflict at work, home, or school. Ask for volunteers to tape the scripts. After the recording of each script is played back, ask the class to list areas of agreement and disagreement.

> For example, a script might be developed as follows:
>
> Rosa, who is 15, feels that she has too much housework to do after school, while her 16-year old brother plays ball until dinnertime. Both of Rosa's parents work, so she expects to help out at home until they arrive; however, she wants her brother to have some responsibilities, too. She plans to discuss the problem with her brother before taking it up with her parents.
>
> ROSA: Before you go out to play ball, how about helping me with the housework?
>
> JOE: What housework, everything looks fine to me.
>
> ROSA: I have shopping for food, preparing some vegetables for tonight's dinner, setting the table, making beds, stopping at the laundry--lots of things.
>
> JOE: You do have a lot to do. I didn't realize how much you do. Do you do all of this work every day?
>
> ROSA: Not the same things every day, but there's always something to do before Mom and Dad get home.
>
> JOE: When do you do your homework? It must be hard, because you do good work in school, too.
>
> ROSA: I can manage that for school if I get some help from you.

JOE: What? I thought you just wanted to talk. I'm going out, while you do women's work.

Now ask the class to suggest possible compromises and how they would handle the discussion of them if they were Rosa or Joe.

3. Ask students to think of a situation at home or at school which involves a conflict. Divide the class into small groups and ask each group to write up a dialogue. After a specified time, call upon each group to role play the situation. The class then lists the areas of disagreement and agreement.

4. Have a session on ways to disagree without being disagreeable. List statements on the board which are conflict-laden, and have pupils suggest more appropriate responses which might avoid conflict. Examples of do's and don'ts are:

Don't

You know you're dead wrong.

That's the stupidest thing I ever heard.

That's your best idea? What a silly idea!

Do

You raise a good point, but. . . .

True, but there's another side to this that you should hear. . . .

Tell me more about why you feel that way, and I'll react to that.

Have pupils give examples of things that parents, teachers, friends, and others say that make them angry, interfere with listening, and worsen conflict situations. Make a list of these statements and obtain recommendations about better ways to say these statements.

Ask pupils to give examples of what they say that can cause anger, interfere with listening, and worsen conflict situations. Have each pupil who gives such an example suggest a better way to say the statement.

5. Ask students to discuss some conflicts that can happen at school or work and list these on the board. Have the class choose one from the list on the board for which a dialogue will be written. Guide the students as they need help, and write the lines on the board as students write in their notebooks.

Ask for two volunteers to read the dialogue and be tape recorded. Play back the tape and lead a discussion with the class concerning possible endings or compromises. Have each student write the compromise he or she would be most happy with, and tell why.

6. Ask students to think of a conflict at school or at home. Divide the class into pairs and ask each pair to agree on a situation. After a brief discussion, each dyad is to write a short script on the situation chosen. Each dyad is to prepare one compromise solution.

Call upon dyad volunteers to read their scripts and state the compromise solution. Have the class suggest alternative compromises.

7. Hand out a script which describes a conflict at work. Ask for two volunteers to act it out. An example of a script for this activity follows:

> You are a part-time worker in a small office. The man who sits in front of you smokes a pipe. On certain days, the smoke blows back directly in your face. You have asthma and the smoke makes you uncomfortable. One day you decide to talk to Mr. A.
>
> You: Mr. A., perhaps you don't know me very well, but sometimes the smoke from your pipe bothers me quite a bit.
>
> Mr. A.: I didn't know that. I'm sorry to hear it, but I can't work without smoking. It calms my nerves whenever I get to a stressful part of my work. I really can't give up smoking. Besides, there are no rules against smoking here, and you wouldn't be very popular if you tried to get that rule put in.
>
> You: I really have to do something, Mr. A. You see I have asthma and smoking interferes with my ability to do good work.
>
> Mr. A.: Tough! I didn't know you'd try to get sympathy from me and talk about being sick and all. If you're so sick, why don't you stay home?
>
> You: Mr. A., I need my job just as much as you do, but that's not the point. I'd really like to try to work something out between us. Would you object if we reversed desks so that you sat behind me?
>
> Mr. A.: That's all right with me.

Elicit answers to questions such as: What are the areas of disagreement? What are the areas of disagreement? What are the areas of agreement? What is the compromise suggested? What are some alternative compromises?

Ask pupils to describe similar experiences and tell what they did by way of compromise.

8. Have pupils look in newspapers and magazines to find accounts of disputes or conflicts in need of resolution. Examples of conflicts are strikes, walkouts, contract negotiations.

Have pupils act as mediators in each situation; they are to come up with a compromise for each conflict.

Ask pupils to analyze some good points and some bad points about each compromise. What did each group "win?" What did each group give up? Did any party to the compromise "lose face"?

Success Story: Harold Lerner

1. At the age of 22, Harold Lerner has been through so many schools, agencies, and jobs that it's hard to believe he is that young. "I got something out of every one of them," says Harold. Through his efforts to learn, and his determination to become self-supporting, Harold now has a civil service job. "I plan to stay in government work until retirement--good benefits, nice work."

2. Harold has some of the same problems as many brain-injured people: very able in some areas, weak in others. He expresses himself very well, but he can't handle math, and still can't tie a necktie. He changed schools because others picked on him. And he ended up in a parochial school that offered technical programs and, therefore, had older students, who treated him better.

3. After high school Harold spent two years at a private business school. "The best I could do in typing was 30 words a minute, and I soon lost that. General clerical was my best."

4. Harold also worked as a volunteer in a CETA program. "No pay, but I learned filing, and that was good experience. Then I got a job with a stock company--just a go-fer. It was a boring job, but you have to start at the bottom. And I did learn my way around the city using the subway."

5. Harold was fired from that job. "It was Friday, and I was supposed to leave early, so as to be home for the Sabbath (Harold's family is Orthodox Jewish). They said I had to stay because something important had to be mailed. I screamed and told them to let me go home, or else. . . then I walked out."

6. What would Harold do now if that happened? "Now I have a support network to call on--counselors at the Mayor's Office for the Handicapped, at employment guidance service, sheltered workshop, my therapist, my mother--I'd call somebody to talk it over, but I wouldn't have a tantrum and lose the job, and I wouldn't want to lose it."

7. Harold got his present job after several other experiences and lots of counseling. He eventually found helpful people and learned something at each agency with which he spent time. His present job is under Civil Service but is non-competitive, which means you don't have to take a test. He started as a messenger, carrying papers and packages from one city agency to another. "I was called Harold or Number 170, and then one day, after I'd worked there for six months, my supervisor called me in and said, 'Mr. Lerner, how would you like to work in the office and fly a desk?' 'Sure, I said, it's better than going out in all kinds of weather.' "

8. Now Harold is in charge of keeping the log for 32 employees. He has to know exactly where each one is, when each messenger left, where the person went, and then record when the person returns. "It's a headache, and if I don't know where somebody is, the boss jumps down my throat, but it's interesting work."

9. What advice does Harold have? "Complete your education. Use every resource available and build up a network of people you can call on for help. When you get knocked down, get up and try again."

10. At one point, a well-meaning specialist in a medical center wanted to put Harold in an institution. Harold and his mother went to other staff members in that same center until they found people who would agree to work with Harold and help him make it in the outside world. He did make it and now is an active, satisfied man who is proud that he can support himself.

NOTES TO THE TEACHER:

- Use as many or as few questions as you wish depending upon the student group.
- It is usually most valuable to write on the chalk board as many student responses as possible

Harold Lerner Interview

Discussion and Exercise Guide

Paragraphs

1. Theme: PERSISTENCE IN OBTAINING RESOURCES

a) Have you ever been referred to a person or an agency and you then felt you were getting a runaround? Have you been able to get something out of each person or agency as Harold did or does it just become a hassle?

2 and 3. Theme: KNOWING YOURSELF/ABILITIES

a) Harold seems to know what he can or can't do. How many of you know what you are good or bad at? Give me examples.

b) If you know your abilities (what you can or cannot do) how does that help you in choosing and finding a job?

c) If you want to find out what abilities you have what can you do?

4. Theme: STARTING AT THE BOTTOM/GAINING EXPERIENCE

a) Harold had a lot of jobs that were at the starting level (go-fer, filing). He said he was willing to start at the bottom to get experience. Do you think that was a good strategy? Would you do that?

5 and 6. Theme: CONFLICT ON THE JOB

a) Harold was told to do something at work he did not want to do. Did that ever happen to you? How did you handle it?

b) Some people say it is better to blow your stack at work even if you could get fired; at least, you can get someone's attention about what is bothering you. How do you feel about that?

7. Theme: ADVANCING ON THE JOB/TAKING ON MORE RESPONSIBILITY

a) When you advance on the job--get a promotion--you usually have to take on more responsibility. What does that mean? How do you feel about a job that has a lot of responsibility?

8. Theme: REPRIMANDS/GETTING BAWLED OUT

a) Everyone gets bawled out by his/her boss sooner or later. What's the best way to act when your boss is yelling at you?

9. Theme: RESOURCES & NETWORK

a) Harold said, "build up a network of people you can call on for help." What does that mean? How do you build up a network? Who is in your network?

Some Work Words--What Do They Mean?

agencies
government work
civil service job
retirement
benefits
private business school
volunteer
CETA program
filing
stock company
fired
general clerical

Practicing The Skill: Resolving Conflicts (Themes: Para. 5 and 6--Conflict on the Job, Para. 7--Taking on More Responsibility)

Role play of a conflict after promotion

Teacher-student role play with the rest of the class observing.

Situation: A student in school who was a messenger for a teacher did a great job and was promoted to a desk job in the assistant principal's office. The student's new job was a responsible one since it involved duplicating and collating tests. On the second day at work, the assistant principal found the test drawer unlocked and some tests missing and called the student in for a hot discussion.

Questions for Class Discussion

1. How did the student handle the role play?
2. What would you have done in this conflict situation?
3. Does it pay to be promoted if you have responsibilities that could get you bawled out or in trouble?

After Class--Homework (Themes: Para. 2 and 3--Knowing Yourself; Abilities)

While students are often unrealistic about their job choices they often underestimate the abilities they have that could be applied to a work situation. Have each student talk to three teachers, three family members, and three friends and ask each one what abilities they think the student has that could be applied to work. Students are to develop their own list of abilities and then compare them to the list others prepared. In class, the next time, discuss what students found out about their "trunk-full of abilities."

CHAPTER 10: ACTING ASSERTIVELY

The Skill Area

In this chapter, we are dealing mostly with situations in which your students encounter roadblocks of one kind or another, roadblocks that all too often they handle poorly.

All of us encounter blocks--another person's actions or words prevent us from saying or doing what we want. The thing you'll want to get across to your students is that, when you're blocked, you can behave in a couple of different way. You can just give up and run away, or, screaming hysterically that the whole world is against you, you can bulldoze your way through, or you can, with an even head, try to find a new way to reach your goal.

One of the first things you'll want to teach is what assertive behavior is. One way to do this is to compare it with passive behavior and aggressive behavior. People who behave passively do not tell others what they think or feel. Often they express their opinions or emotions indirectly. They assume that the other person will understand what they really mean and will help them reach their goal. For example, Bill is standing in a bank line when a woman moves in front of him. Bill is angry and wants to tell her to go to the end of the line. However, he assumes that she will understand his behavior and comply with his wishes if he frowns and looks hurt. She doesn't, and Bill burns up inside.

At the other extreme, there is the kind of person who seems always to be itching for a fight. This kind of person is frequently described as having a chip on the shoulder. Frequently, such aggressive people demand that others comply with their wishes, while putting down others at the same time. Bill would have been acting aggressively if he said, "You idiot, don't you see I'm ahead of you? Go to the back of the line where you belong?"

By contrast, assertiveness is a non-angry expression of one's own feelings, thoughts, and opinions. People who behave this way stand up for their rights in a non-hostile (non-aggressive) way. Although they are not afraid to make reasonable demands, the opinions, thoughts, and feelings of others are also respected. Bill would have been acting assertively if he had said, "Excuse me, you probably didn't see me standing in front of you, but there is a line here and you should be at the end of it."

After you feel that your students have a pretty solid understanding of what assertive behavior is, and how it differs from passive behavior and aggressive behavior, you can move on to techniques they can apply to be assertive.

Assertive behavior is based on the assumption that although you have the right to make requests, others have the right to refuse them. So, people who act assertively respect the feelings of others. Yet, there will be some situations in which your students will need to ask the other person why that person did or said the thing that became a roadblock for the student. Helping them develop the ability to do this in a respectful, straightforward way is very important. Let them know that neither extreme is very helpful--spending hours trying to imagine the other person's reason (passive behavior), or immediately jumping into a fight (aggressive behavior). It's important that you help your students choose words that show their concern instead of making them sound belligerent. A sincerely expressed concern about why, for example, there is a change in job tasks or a rejection of a vacation request will often be respected. Words or a tone that suggest a "bad attitude" will only mark your students as difficult. And, as with all these skills, your awareness and comments about different job settings will help make your advice more realistic.

Another helpful technique for acting assertively is learning to sell your ideas. Even if your students will never be advertising executives, learning to sell ideas is very important. The practice of it will allow your students to develop reasoning, verbal skills and poise that will help in other areas as well. Let your students choose ideas that are of concern to them right now and, eventually, move on to work world concerns such as daycare, an office softball team or an alteration of a long standing policy.

And, thirdly, an important way to develop assertiveness is to learn how to handle mistakes. Explain to your students that everyone makes mistakes; it's how you handle the situation that tells a lot about you. Allow them to practice mock situations in class while guiding them toward the realization that a straightforward reaction--not self-destructive, but honest--after a mistake is usually best. Here's a dialogue you could use as stimulus for a discussion of this point. You may want to write your own, or have your students do it from their experiences.

Cambridge: Vicki, do you remember that brochure I asked you to mail to Miss Manuel? I spoke to her today and she still hasn't gotten it.

Vicki: She must be mistaken; I know I mailed it.

Cambridge: If you mailed it, why hasn't she received it?

Vicki: Maybe her secretary lost it. You know things like that happen.

Cambridge: She told me she asked her secretary about the brochure. As of today, it still hasn't arrived.

Vicki: Maybe the mailroom messed up again. you know you can't can't trust them--most of those people are only part-time.

Cambridge: Usually they do a pretty good job. I don't think the mailroom caused the delay.

Vicki: I. . . I only saw the receipts today. I'm. . . I'm pretty sure that I mailed it. But I found a receipt for a third-class package.

Cambridge: Third class! No wonder it's so late in arriving.

Vicki needs to learn to handle mistakes better. She tried to get around it by blaming everyone but herself, or maybe she was just looking for the answer herself. She could have been genuinely confused about what happened. Perhaps the more important issue is the fact that Vicki didn't ask questions about mailing procedures when she was given the assignment. Nevertheless, a mistake was made. We all do things like that occasionally. As a rule, people find that, in the long run, situations are handled better by a frank statement such as, "Let me check and see what happened" or "I sent it third class; was that a mistake?"

Goals And Objectives For This Chapter

The Goals for this chapter are:

1. TO LEARN TO DIFFERENTIATE BETWEEN ASSERTIVE, PASSIVE AND AGGRESSIVE BEHAVIOR
2. TO LEARN TECHNIQUES OF ASSERTIVE BEHAVIOR: A) ASKING FOR CLARIFICATION AND/OR REASONS, B) HANDLING MISTAKES, AND C) SELLING IDEAS

The Behavioral Objectives for this chapter are:

1. Given situations at school, home and work that illustrate assertive, passive and aggressive behavior, the student will be able to identify each.
2. Given situations at school or work, the student will be able to illustrate assertive behavior by appropriately asking for clarification and/or reasons.
3. Given situations at school or work that involve a mistake on the student's part, s/he will be able to illustrate assertive behavior by portraying possible solutions.
4. Given situations at school or work, the student will be able to illustrate assertive behavior by convincingly selling an idea.

Behavioral Objective #1: Sample Lesson Plan

Lesson: Assertive Behavior--Focus on identifying assertive, passive, and aggressive behavior.

Behavioral Objective: The student will be able to identify assertive, passive, and aggressive behavior when given situations that illustrate these behaviors from school, home, and work.

Motivation: Duplicate and distribute the form on the page following titled "Assertive Inventory." After a specified time for pupils to fill in responses, ask them to self-rate by giving 0 point for Yes, 1 point for No.

When pupils have obtained total scores, place a Continuum Scale on the board and have a brief discussion.

0	7	14
possibly	possibly	possibly
passive (submissive)	assertive	aggressive

Development: Call upon volunteers to give incidents about themselves which fit any of the 14 statements listed in the Assertive Inventory (on the following page). Ask them to describe what they did that caused them to give themselves the ratings they did: Did this situation occur at school, home, or work? How did you feel about your behavior in each situation? How did others respond to your behavior? What word (assertive, aggressive, or passive/submissive) applies to your behavior and why? Were you pleased about what you did? Is your behavior (assertive, aggressive, passive/submissive) different when you are at home, school, or work? If so, why? Would you like to behave in a different way and why?

Call upon several pupils to describe briefly an incident which occurred at school or work where others were involved, and to classify their behavior as assertive, passive/submissive, or aggressive with reasons for their designations.

Summary (Application):

Review the Chapter on Resolving Conflicts by saying that avoiding conflicts is not possible; the important thing is how conflicts are handled. When people handle conflicts, their behavior can be classified as assertive, passive (submissive), or aggressive.

Elicit definitions of assertive, aggressive, and passive/submissive. Have pupils "check it out" by using the dictionary. Write the definitions on the board, and then have pupils copy these in their logs. Discuss ways in which assertive behavior is different from aggressive and from passive. Relate assertive behavior as a positive

ASSERTIVE INVENTORY

Place a check in the column that best describes your usual response to the statement given. Only one check is to be made for each statement.

		Usually YES	Usually NO
1.	I want to say things but I don't.		
2.	I don't like to take things back to the store.		
3.	I get talked into things I don't want to do.		
4.	It's hard for me to ask friends for help.		
5.	I spend a lot of time avoiding conflicts.		
6.	I find it hard to tell people "no."		
7.	I often have opinions that I don't express.		
8.	I find it hard to disagree with people close to me.		
9.	I would rather go along with someone I don't really know rather than to have a disagreement or argument.		
10.	I worry about getting angry if I say what I want to say.		
11.	I worry about expressing myself and maybe hurting someone's feelings.		
12.	I consider it wise to avoid arguments.		
13.	I believe that people should keep their angry feelings to themselves.		
14.	I find it hard to speak up in a group discussion or argument.		

approach to resolving conflicts through compromise.

Assignment:

Ask pupils to observe a situation at school or work where one person blocks the other person out (e.g., at a meeting, in class) and to be ready to tell about the incident, as well as to classify the behavior of each person involved as assertive, aggressive, or passive (submissive).

Behavioral Objective #2: Suggested Activities

Behavioral Objective: The student will be able to illustrate assertive behavior by appropriately asking for clarification and/or reasons when given situation at school or work.

Suggested Activities:

1. Divide the class into pairs. Give each dyad a card with one or more situations which will give practice in asking "Why?" Situations chosen for the cards can involve parents, teachers, or employers. You might want to build on scripts and dialogues used in other lessons, rather than to introduce new material. For example, in the Chapter on Resolving Conflicts there are two situations that might prove useful here (Behavioral Objective #1, Motivation, incident with the teacher about a mark; Behavioral Objective #2, Suggested Activity #2, script of dialogue between Rosa and her brother Joe about "women's work").

Have each partner in the dyad take a turn at asking "Why?" and then ask for volunteers to share their feelings.

2. Tape record a number of requests from a parent, teacher, friend, or employer. Ask pupils, in turn, to go to the front of the class, hear a request, and tape a response. After each response is played back, ask the pupil to self-rate it as assertive, aggressive, or passive. Elicit from the class the characteristics of each type of behavior. If the initial response was aggressive or passive, have the pupil repeat the exercise giving an assertive response.

Examples of requests that might be used in this activity are:

a. Parent: Be sure that you're home at nine o'clock as usual.

   Daughter/Son wants clarification of this curfew because the other siblings were changed to 11 o'clock when they reached 15 and there was a special occasion on a weekend evening.

b. Boss: Starting today, you'll take lunch at one o'clock instead of twelve.

   Employee has been on this job part-time for two years and full-time for two summers. This summer s/he has made arrangements to have lunch with someone from another company who cannot go out except at noon.

c. Friend: We're all going shopping to get designer jeans and T shirts to wear for the social this weekend.

   You know that Jordache jeans and Lacoste shirts will cost about $60. You don't want to spend your money this way.

Behavioral Objective #3: Sample Lesson Plan

Lesson: Assertive Behavior--Focus on demonstrating assertive behavior using role playing.

Behavioral Objective: The student will be able to illustrate assertive behavior by role playing possible solutions when given situations that involve a mistake on the student's part.

Motivation: Present the class with a situation such as the following:

> You are best friends with someone in your class. You find out from others in your class and outside that your best friend made an untrue statement about you. You are hurt and disappointed to know that gossip which your best friend started is being spread. Then, it hits you! Before you became best friends, you said something unkind and talked with others in the class and outside about it.
>
> Ask for two volunteers to role play this situation: The "You" in the situation approaches the "Best Friend" to take responsibility for the "mistake" and to prepare the way for a more trusting relationship.
>
> Have the class give feedback to the role players based on the assertive quality of "You's" behavior.

Development: Discuss the kinds of mistakes that people make at work and the consequences of such errors (e.g., getting messages wrong, not ordering stock on time, gossiping about the boss or co-workers, not getting to work on time, taking extra time at lunch). List these examples on the board. Ask pupils to describe some of the mistakes they've made on part-time or summer jobs: How did you handle it? If the same mistake occurred today, would you do the same thing to correct it or would you behave in a different way? Can mistakes always be avoided? What "checking out procedure" might have been used to avoid some of the mistakes you've made?

Summary (Application):

Divide the class into small groups of three or four. Ask each group to take one of the situations from the board and develop a simple script in two ways--either passively or aggressively, as well as assertively. Have each group perform its skit for the class and elicit the label of passive or aggressive. Then have each group do its script assertively.

Assignment:

Eash student is to interview a worker saying, "Tell me about a situation at work where you made a mistake and the boss said something. How did you react?" At the next session pupils are to describe the incident, indicating whether the worker's reaction was assertive, passive, or aggressive.

Behavioral Objective #4: Suggested Activities

Behavioral Objective: The student will be able to illustrate assertive behavior by convincingly selling an idea when given situations at school or work.

Suggested Activities:

1. Ask pupils to think of something they believe in or want very much: How would you go about convincing someone? The topic could be a three-day school week, getting someone to go out with you, or changing your parent's mind about something.

List on the board the topics suggested by pupils, and have the class suggest two or three ways to sell each idea. For example, if one of the ideas suggested has to do with buying a very much desired article of clothing, selling points might relate to an amount the pupil can contribute from summer-job savings, plus an advance on the earnings from part-time employment over the next few months, as inducements for the parent to give $20.

Ask for volunteers to role play the parts of the parent and the youngster who wants the money. Have the class give feedback concerning the quality of the behavior, labeling it passive, assertive, or aggressive.

2. Extend activity #1 by dividing the class into pairs and requesting that each pair choose a situation from the list on the board to practice selling ideas as the teacher moves from dyad to dyad.

After a specified time, call upon volunteers to present their selling ideas to the class. Have the class vote on how well each pupil sold his/her idea.

3. Duplicate and distribute work sheets which present open-ended questions beginning with "What would you do if. . .?" An example might be:

> What would you do if you had a good idea for simplifying a classroom routine?

Others might be "What would you do if you wanted to convince your boss on your part-time job that you should get more money?" or "What would you do if you wanted to convince your parent(s) that you're old enough to date?"

Success Story: Roberta Warren

1. "High school may be a headache, but stick with it." That's what Roberta Warren said when asked what advice she'd give students. "Show your ambition. And don't expect to make it right away." As Roberta talked she sounded older than twenty. "I feel a lot older than twenty," she said. "A lot of things have happened to me."

2. Roberta was born in a large city, one of ten children. When she was two-and-a-half she was placed in a foster home because her mother was often away in a psychiatric hospital. When she was five, she was told her father had been killed. But she says it didn't mean much to her since she had seen him so seldom. Roberta said her foster parents told her, when she was young, that they weren't her real parents. "But I still loved them. They seemed like real parents to me."

3. After going to the neighborhood junior high where she lived with her foster family, Roberta went to Chelsea Vocational High School. It was during her second year there that she had a fight with her foster brother and moved out.

4. Roberta was not sure where her natural mother lived, but she knew she didn't want to stay with her foster family anymore. She found her natural mother. She says that soon her brothers introduced her to a few drugs. Following her story about what happened next is hard. She moved around a lot. There were a couple of group homes, some drug rehabilitation programs, and a youth employment program that taught drafting.

5. It was the junior drafter program at the Mayor's Office for the Handicapped that led to her present job. Roberta works as a plan desk clerk for an architectural firm. It's a busy office with many drawing boards and a staff of 30 people. Roberta's job involves checking drawings in and out, filing drawings and blueprints, making some deliveries, keeping inventories, and xeroxing. When asked what she wants to do in the future she says, "I'm waiting

for my chance to draw for them. There's another person ahead of me. So once she moves up, I'll be in line for a chance."

6. In the meantime, Roberta has been taking an architectural drawing class two nights a week at a community college. She says she'd like to go to college some day to become an architect.

7. She's proud of the way she lives now. She shares an apartment with two friends. And she's already gotten one raise. That and the bonus at Christmas went toward the clothes that she needs for work. "I'm working my way up, buying clothes. You can never have nice clothes in a group home--people will steal it off your back."

8. Roberta loves to tell stories. She talked about being in a group home while in High School. "They knew I was from the group home. That's the first thing they asked." She talked about living on the streets. "Hanging out on the streets, you meet a lot of low lifes, you know, people who've given up. It scares you. You wonder what it would take for you to get like that." And she talked about making the rounds at social service agencies. "The psychologists and social workers are all the same. I've seen a lot of them. So I've gotten to the point where I know what they're going to ask. So when I have problems I ask myself those questions."

9. "I spent an awful lot of time being an ignorant person. If someone tried to give me a piece of advice, I didn't want to hear about it nohow. I just thought it's my life. But then I got to what felt like rock bottom. And since it didn't seem like it could get any worse, maybe it was time to try something new. It's hard now, no use pretending it isn't, everything is so high. But if you show you're ambitious, someone will give you a chance. Show ambition. Ask questions. And look around for people, because no one's going to be looking for you. . . ."

NOTES TO THE TEACHER:

- Use as many or as few questions as you wish depending upon the student group.
- It is usually most valuable to write on the chalk board as many student responses as possible.

Roberta Warren Interview

Discussion and Exercise Guide

Paragraphs

1. Theme: AMBITION

   a) What is ambition and how do you show it?

   b) Roberta says she has ambition. Do you know any people who don't have ambition? What are they like?

2. Theme: FAMILY

   a) Why do you think that Roberta felt that her foster parents seemed like real parents to her?

3. Theme: VOCATIONAL TRAINING

   a) Roberta mentioned vocational training at a vocational high school. What vocational training are you involved in?

4. Theme: MOVING AROUND

   a) How do you think it affects people if they move around a lot?

5. Theme: JOB DUTIES

   a) Roberta has a job of plan desk clerk. What are her job duties?

b) Do the job duties of a plan desk clerk seem easy or hard? Do you want a job with job duties that are easy or hard? Why?

6. Theme: CONTINUING EDUCATION

a) After some people get a job they continue going to school. That's what Roberta did. Do you think you'd want to do that?

7. Theme: STUDENTS VS. ADULTS

a) When you leave school and become an adult worker your job will let you do certain things like buy clothes or have your own apartment. What will you want to do with the money you earn?

8. Theme: QUESTIONING YOURSELF

a) Roberta says when I have problems I ask myself some questions. Some people do this--do you? Can questioning yourself accomplish anything?

9. Theme: SHOWING AMBITION

a) Roberta says you have to show ambition. But if you were never ambitious can you ever develop ambition?

b) Do you have other thoughts on how you can show ambition on a job?

Some Work Words—What Do They Mean?

drafting
blueprints
inventories
community college
bonus
plan desk clerk
deliveries
xeroxing
architectural drawing class

Practicing The Skill: Questioning Assertively (Theme: Para. 1--Ambition; Para. 3--Vocational Training; Para. 5--Job Duties; Para. 9--Showing Ambition)

Arrange for a panel of five people who work in the school to be interviewed (include only one teacher). Students interview speakers about current job duties, training required for current job, their career ladder, and how they were assertive or showed ambition on the jobs they held. Panel members, also, are allowed to ask the student questioner one question about that person's current work or training activities or future plans.

After Class--Homework (Theme: Para. 1--Ambition; Para. 7--Students vs. Adults)

For discussion next time, students are to interview three young people who started working full-time in the last year. Students are to ask the new workers how they spend their money. They are also to ask what goals the young workers have and how they show ambition on the job.

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